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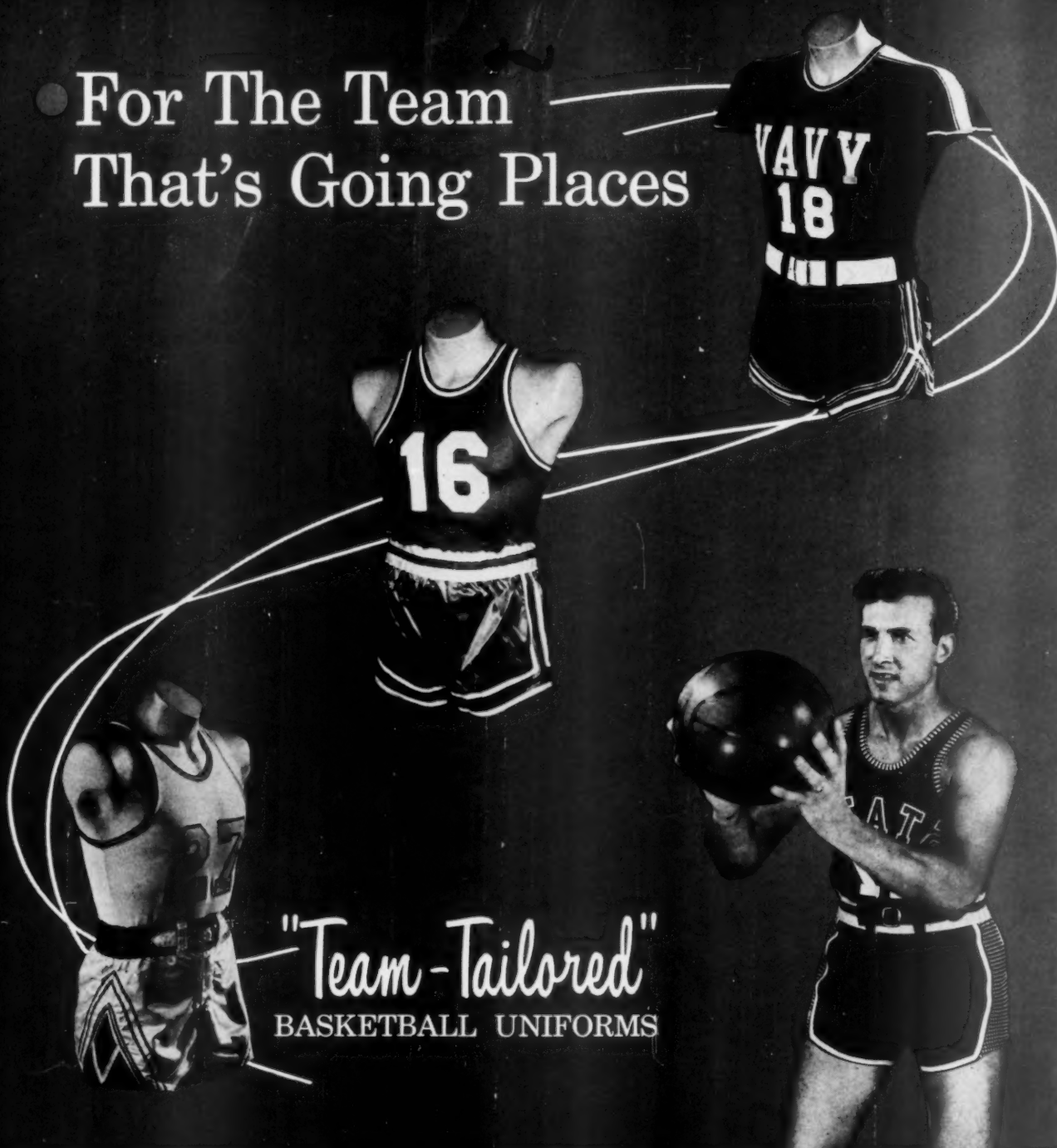
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FRONT COVER ILLUSTRATION

Captain Ted Ringer of Northwestern kicks off to start a new football season. With this issue we launch a new volume — our thirty-seventh — with the largest magazine in our history.

A Look At This Issue and a Glance Ahead

WHEN we announced in the June issue that plans were being made to mail the September issue early to those subscribers requesting it, we were not prepared for the tremendous reception which this announcement received. This issue is truly a kick-off number for it contains articles on strategy, technique, and fundamentals. We are particularly proud of our 89 sequence pictures and the two arti-

cles by Ara Parseghian and Warren Giese, both highly successful young coaches who are taking over the reins at major institutions this fall. Next month we will carry more football articles, but the major emphasis will be switched to basketball. Our lead article will be on teaching defensive footwork and, in addition, the first of our new series, "For Your Bulletin Board," will be presented.

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from here and there

DAVE ALBRITTON, former great Ohio State high jumper, is in charge of organizing the high school athletic setup for the country of Iran. He is serving under the auspices of the Department of State's International Educational Exchange Program . . . Another letter received on the same day from Teddy Beavers reports on the athletic setup at the Arabian American Oil Co., in Saudia, Arabia. "We play baseball in the fall—September, October, and November; football in winter—January, February, and March; basketball in the summer—May, June, and July where we can stay inside when the temperature is hitting 120 degrees." Beavers coached at Marlow, Oklahoma, High School, before accepting his teaching and coaching position at the Senior Staff School in Arabia. William Goellner, former Texas A&M coach and author of the article "Pre-Season Weight Training for Weight Men," (Jan. '55) is also employed by ARAMCO. . . H. B. Waldorf, superintendent of Bridgeport, Ohio, High School, conducted a survey among former members of the high school teams. All 91 who answered the questionnaire would permit their sons if physically qualified to compete in athletics. Asked what additional sports should be included in the program, 14 per cent recommended the addition of swimming while 10 per cent favored tennis, and 9 per cent mentioned bowling. . . Last spring at the Big Seven Track Meet, Kansas swept the half, mile, and two mile races and thus won 42 out of a possible 60 titles in conference indoor and outdoor competition in these three races over the past ten years.

DURING the summer two junior colleges selected high school coaches to handle their football chores. Orange Coast Junior College in California chose Al Irwin who has been at Newport, California, High School, for the past eight years. When Art Parkhurst resigned at Dodge City Junior College to go to Northwest

Oklahoma Teachers, Jack Wallace was selected as his successor. Wallace compiled a 53-15-1 record in Missouri high schools . . . William Arce, assistant baseball coach this past season at Stanford, takes over as varsity baseball coach at Pomona College. Prior to going to Stanford, Arce coached at both Menlo Junior College and Capuchino High School, Milbrae, California . . . Mention of Stanford brings to mind that Payton Jordan leaves his track coaching post at Occidental to take over similar duties at Stanford. His successor at Occidental is Charles Coker. Coker was track coach and assistant football coach at Modesto Junior College . . . The Wingate (N. C.) Junior College baseball team compiled an amazing record. The team scored 171 runs and only allowed 36 for the opponents. They out-hit the opposing teams 166 to 71 and had seven regulars batting over .350. With such power is it any wonder that they were undefeated through seventeen games? . . . In a study worked out by the National Basketball Committee with computations based on 60 per cent skill in free throwing and values placed upon possession of the ball, it was determined that it would take as many as ten fouls to result in a net advantage of one point.

* * *

HOW much better are today's athletes than the athletes of a few years ago? Perhaps the answer can be found in the fact that all of the NCAA swimming records but one have been made within the last five meets. In track and field ten records were set during the past five meets, and six were set previously with one event being equalled in both periods of time. Interestingly enough, all of the field event records with the exception of Willie Steele's broad jump mark were set in the 1953 meet or later . . . It is with a feeling of sadness that we report the passing of Floyd "Dutch" Treat. He was associated for many years with Spot Bilt and had a host of friends in the coaching profession.

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WRITE FOR LITERATURE

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for SEPTEMBER, 1956

By Warren K. Giese

Football Coach, University of South Carolina

ONE of the major problems facing football coaches today is the proper conditioning of their players. Often the task of conditioning a football team is passed over lightly by coaches who feel that a great deal of hard physical activity will accomplish this end.

Conditioning through strenuous activity is only one phase of a four-point program that is necessary in order to bring a group of boys into top playing condition. The three remaining areas are diet, good health habits, and proper mental orientation. All four areas of conditioning are inter-related and dependent one upon the other. Each one of these four areas

conditioning period under the scrutiny of the coach; however, in many communities the football season begins with the first day of school. So much must be accomplished during the brief practice period available before the first game that it is advisable for candidates to report in some semblance of condition. Coaches should not assume that their athletes will report in good physical condition unless they have made a conscientious effort to point out to them the importance of returning in good shape.

All too often a coach's instructions on starting to get into shape are interpreted in radically different ways by his football candidates. As a result, the squad reports back in various states of physical condition. In our opinion, the best results will be obtained if a coach outlines a specific program of activity to round each individual slowly into acceptable condition. By recommending a model program to be followed by each player, the coach will have a good idea of the amount of activity performed prior to early practice, and he will be able to build his program from that point.

During the past summer we sent each candidate for our football team a workout card showing graduated amounts of physical activity. The first workouts were designed simply to prepare major muscle groups for more strenuous activity. With the basic conditioning out of the way by August 1, the workouts were steadily increased until concerted effort was required to complete the day's conditioning.

This year our pre-season program had a total of 36 workouts prior to the candidates reporting for early season practice. Unquestionably, some coaches will argue the merits of specifically requesting each boy to carry out a prescribed program of activity. While there are certainly two sides to the picture, we believe the possible merits far outweigh the questionable factors which may be involved. If a football player is not interested enough in his own physical condition to carry out a pre-season conditioning program, then it is questionable whether he can make a significant contribution to a football team. A coach can easily check whether or not a boy has been carrying out his pre-season program by beginning the early season workouts where the pre-season program ended.

CONDITIONING A FOOTBALL TEAM

is important and must be taught carefully so that optimum results may be achieved.

Conditioning Through Physical Activity

Conditioning may be defined as the progressive preparation of athletes for the severe physical exertions necessary in competitive athletics. Through graduated amounts of activity, the endurance and capacity of the individual will increase to a point of peak efficiency. This phase of conditioning is divided into three parts; namely, pre-season, early season, and in season activity. Each is an important part of the overall program.

Pre-Season Practice

Football differs from other major sports because there is no opportunity during the school year for supervised practice that is designed to bring the participating athletes into fair condition by the time practice sessions begin. Basketball, baseball, and track seasons may all be preceded by a con-

Early Season Practice

In most high schools and colleges early season practice usually lasts from two to three weeks. During this time the coach must bring the team close to a physical peak, besides teaching his players the football knowledge and the skills necessary to play offensive and defensive football. A wise coaching staff will spend time off the field planning how to integrate conditioning activity with drills that are designed to teach football skills. For example, the conditioning effect of wind sprints may be obtained by having each team run a designated number of plays in signal drill fashion. Practicing the covering of kick-offs, kick-off returns, punt protection, and punt coverage are also valuable conditioning activities which may be substituted for wind sprints. The boys are not only receiving conditioning, but are also practicing details of the game for which it is hard to find time.

Thoughtful and intelligent planning is essential when two-a-day early season practice sessions are started. Some coaches seriously hamper the chances of their teams to enjoy a winning season by overtaxing the football candidates during the first few sessions. If a coach knows the amount of pre-season physical activity each boy has had, and he has a good indication of this if a prescribed program has been followed, then he can plan the first sessions intelligently. It is better to err on the *not enough side*, than on the *too much side*.

Some overzealous coaches work their charges so hard the first day that the major problems of muscle soreness appear. Development of these problems, particularly in key performers, may seriously hamper a conditioning program. Although most athletes recover completely in a few days, valuable time is lost by the player while his activities are limited. The missed or minimized activity for a few practice sessions during early season preparations may well mean the difference between fair and excellent condition when the time for the first game arrives.

Two-a-day practice sessions should be spaced as far apart as possible. This interval allows the participants to rest and recover their energy, which, in turn, makes for a better afternoon drill. It is also advisable to use the cooler early morning and late afternoon hours rather than the hottest hours during the middle of the day. The excessive perspiring that takes place under hot, sunny conditions serves only to bring on fatigue rapidly

(Continued on page 84)



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Belly or Ride Series

By Ara Parseghian

Football Coach, Northwestern University

DURING the last two football seasons tremendous interest has been evidenced in what is widely known as the belly and drive series by some coaches, and the ride series by others. Actually, all the terminology means about the same thing, that is a hole-to-hole action with the fullback either hitting into the quick hitter areas or closer, or into the off-tackle area, with the off halfback hitting one notch wider.

The belly or ride series exemplifies the most recent trend in college football, the principle of simplicity to avoid mistakes. With a total of five plays to each side and one or two passes which would give no more than a total of twelve plays, the offense can put the maximum amount of pressure on the defense, and this is

of great interest to most of us. In this series the blocking can be very simple, and the split T theory of numbering or counting is easily adapted.

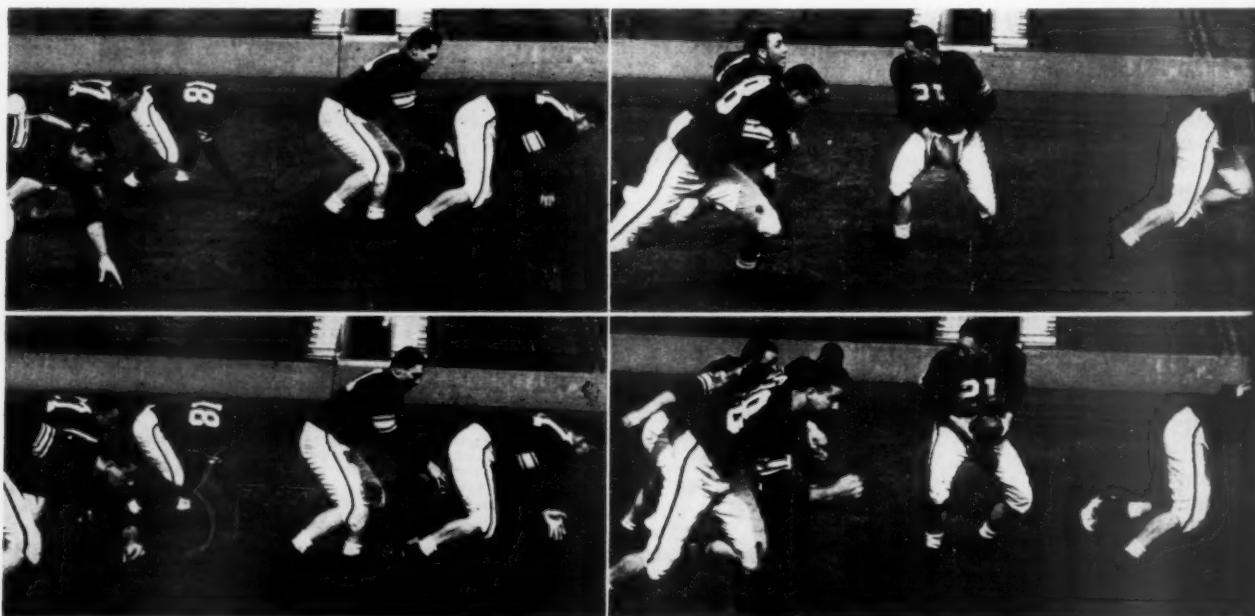
We plan to discuss the basic techniques that are used in one full sequence to run our belly series. The first play that we will describe is the inside belly, whereby the quarterback rides the ball to the fullback, hitting in over the guard, and then hands it to the off halfback who drives into the tackle hole. As the techniques of each individual play are described, the points we are making can be noticed in the illustrations.

Picture Series A and C show the footwork and techniques involved in the play.

The quarterback's first step is a front pivot, back, and out at about a

45° angle. This is a synchronized step as he rides in to accept the ball from the center. His arm, head, and shoulders should go directly back to meet the fullback and at that point his weight is on his back foot. In other words, he must reach back with the ball. The ball is placed into the fullback's stomach and at that time the quarterback takes a short position step with his front foot, or the one closest to the line of scrimmage.

Then the ride to the fullback is accomplished by the quarterback shifting his entire weight to the front foot without taking any further steps toward the line of scrimmage. Actually, the weight shift is one of the most important factors in the ride series. This particular point must be stressed in coaching the quarterbacks to ride



the fullback.

His third step is taken with the back foot, or the foot farthest away from the line of scrimmage, and the ball is handed off while the quarterback is on that step. Then he continues to the flat, faking a bootleg, and the entire responsibility of the hand-off is placed on the quarterback. We stress having the quarterback look the ball in to the hand-off point.

From the time the ball hits the quarterback's hand until he places it in the off halfback's belly, the entire action is really a three-step operation. It begins with the front pivot, then a short position second step with the weight shift, and third, a step to the hand-off point with his back foot. This action is followed by a bootleg fake to the flat.

In this play the fullback's responsibility is very important. Many teams have avoided the belly play because of the extreme danger of fumbling, miscues or misplays on the action of the ride. From experience, we have found that there are two reasons for most of the fumbles on the inside belly play. First, the fullback is too low when the quarterback is trying to place the ball in his stomach and, consequently, his elbow bumps it and causes a fumble. Second, the fullback can also cause trouble by turning back to the inside as he reaches the quarterback and pinches and locks the quarterback's arms. This turning back

causes a fumble as the quarterback fights to get the ball to the hand-off point.

We teach our fullback a high start, and he accepts the ball with his inside arm high so that there will be a large pocket into which the quarterback can place the ball. We emphasize the

ARA PARSEGHIAN played football under Paul Brown at Great Lakes, and following the war he entered Miami University, Oxford, Ohio. He received All-American mention in 1947. Parseghian joined the Cleveland Browns in 1948 and helped coach Miami during spring practice. His five-year coaching record at Miami shows 39 games won, 1 tied, and but 6 losses. Moving to Northwestern this past spring, he becomes the youngest head coach in the Big Ten.

thumb action, and ask our fullbacks to turn the thumb of the inside hand down so that the inside elbow will be forced high. Just telling the fullback to have his inside arm up is not enough, because in running low, as most coaches want their fullbacks to do, the elbow is also low, and there

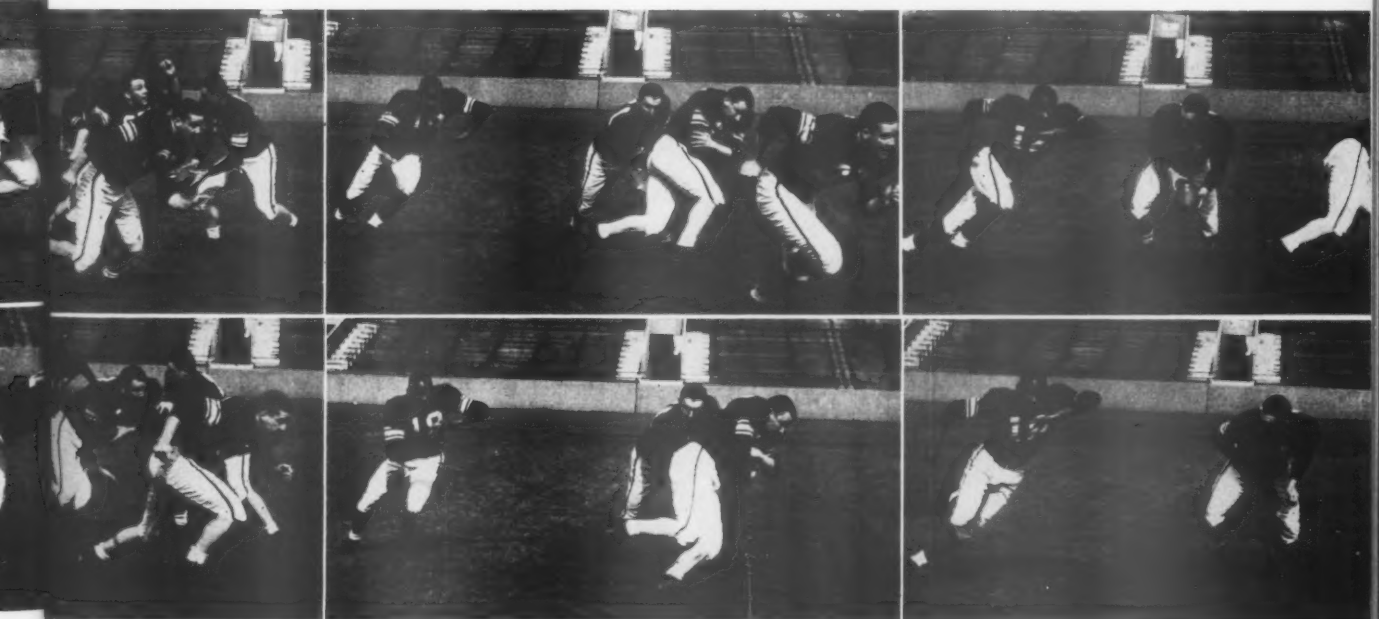
is no pocket into which the quarterback can fit the ball.

Another important point for both the fullback and the quarterback is that they must have a common exchange point, and because the guard is taking a variety of splits at the line, the actual belly action will take place at different points. We ask our fullback to aim for the outside hip of the front-side guard. In this way, the quarterback knows exactly the point the fullback will be aiming for and can adjust his steps accordingly.

After the fullback frees the ball, he continues down the field. His fake is most important. He must stay doubled up, seal the inside men, and attract the outside men. With experience, the belly ride between the quarterback and fullback becomes a coordinated and smooth movement. Actually, the fullback's action is a soft fold, over the ball, yet it permits the quarterback to pull the ball away as he completes his job. In Series A the fullback's high inside arm action, the quarterback's weight shift from his back foot to his front foot on the ride, and the soft fold of the fullback will be noticed. The three-step action of the quarterback is quite apparent in this picture series.

The ball-carrying halfback, who in this particular instance is the left halfback, has several important techniques that he must follow. We have employed this particular backfield action since 1952 and have experi-

Series A (above) H. B. Hand-Off — Series B (below) F. B. Hand-Off ▶



mented with the course of the left halfback. We have used a two-step action with a cross-over step, a three-step action with a lead step, and just a regular lead step, gaining ground toward the hole.

At the present time we are using the last of these three methods. The off halfback uses a lead step and begins to gain a little ground toward the line of scrimmage as he approaches the exchange point. His position when he arrives opposite the offensive right tackle should be midway between the original alignment of the offensive tackle and the right halfback. He also accepts the ball with his inside arm up. Illustration 5, Series A, shows the excellent position of the ball-carrier's inside arm. Notice that his thumb is down.

We do a great deal of training for option running with our backs and have several drills that are used quite extensively in the regular backfield ball-handling actions. It is most important for the ball-carrying halfback to accept the ball by feel, while keeping his attention focused on the blocking developments ahead. As he arrives at the hand-off spot, which we call the *critical area*, he makes a decision, based on the drills that he has been using, to utilize the option blocking as it develops ahead of him.

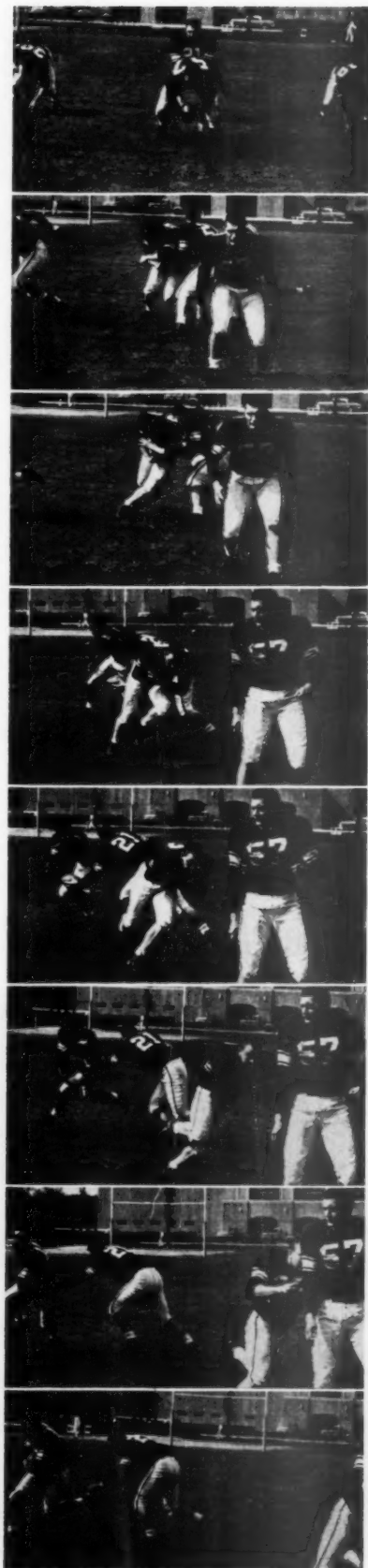
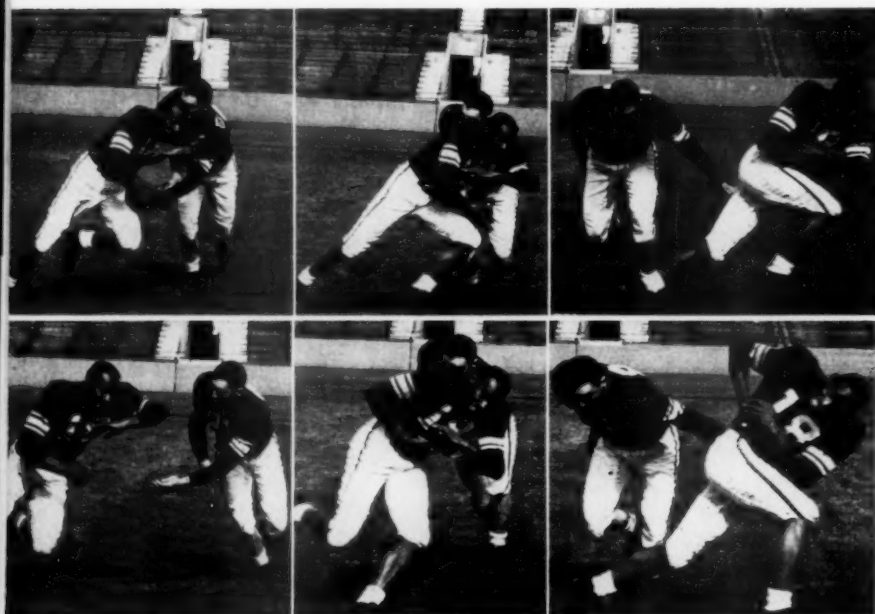
Basically, he has three courses that he can travel from this point on — inside, over, and outside. The lead halfback, or the right halfback in this particular case, takes a step straight ahead and then veers directly for the



Series C

offensive end. His key is the offensive end, and actually his blocking assignment is dependent upon which way the end blocks. If the end blocks in, the halfback blocks out. If the end blocks out, the halfback blocks in. If the end is blocking a man on his nose, then the lead halfback will option run the end. The halfback's job is a very important one, and often he is in an excellent position to pick up shooting linebackers and any loose men who might otherwise interfere with the success of the play.

Of course, in order to have a successful inside belly play it is important for the quarterback to give the ball to the fullback. This play is shown in Series B and D. In this backfield action the techniques are exactly the same as the ones we have described previously, with the exception that the quarterback will release the ball to the fullback. This is a predetermined play and, unlike some teams, we do not attempt to give or take away from the halfback or fullback, depending on developments. When the play is called, we carry it through. The only key used on this play is between the fullback and quarterback so they will continue with the common exchange point. Depending upon the type of defense that is being used, the man we key off is the first defensive man to the right of center on the line of scrimmage.





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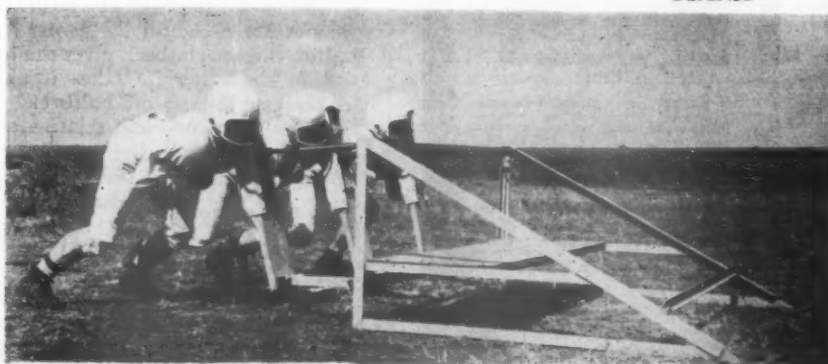
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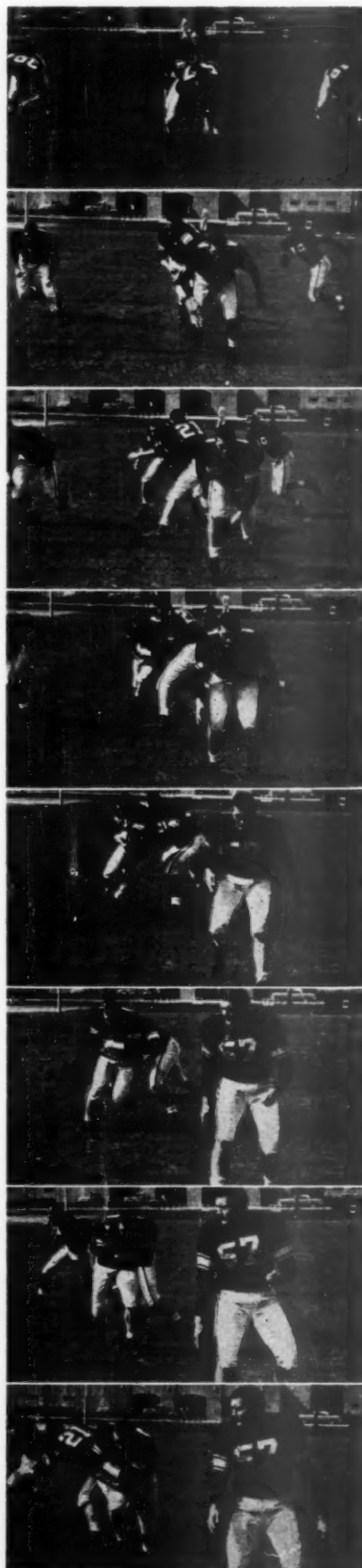
Series D

This particular rule is applicable to almost every defense, with the exception of the gapped eight, and in that case this play is not a good one and should not be called.

It will be noticed that the two plays we have discussed give hole-to-hole action which is so important for successful offensive football. The various techniques are quite clear in some of the shots. However, in Series C the front view shows that the fullback is turning in slightly toward the center. From the description this course is incorrect. The reason for it is to give immediate vision to the quarterback and to the off halfback's action. Also, in the same series, Illustration 4 shows that the fullback is staying doubled over and the ball-carrying halfback's inside arm is up, providing a good-sized pocket into which the quarterback can place the ball.

Series A and B are similar in that they show field actions with two different ball-carriers. In Series B the fullback accepts the ball and keeps it. Series A shows the quarterback taking the ball away from the fullback and placing it into the halfback's open pocket. Both Series A and B show the front pivot of the quarterback and the weight shift. There is a similarity in the fourth illustration of both Series A and B. In one illustration the quarterback gives the ball, and in the other he takes it away. In both series the off halfback's inside arm is in the same relative position.

In conclusion, we would like to bring out this point. Success is not determined by a great number of plays, but it is determined by the little individual techniques that are stressed.



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We understand that if we are not completely satisfied our money will be refunded.

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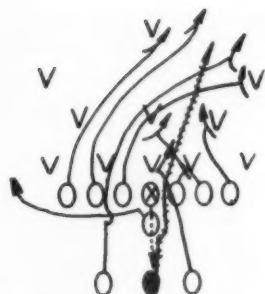
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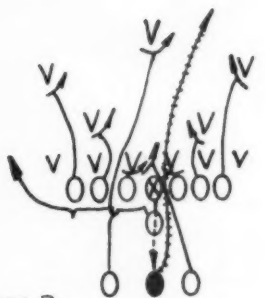
The Direct Pass to the Fullback Series

By Forrest W. England

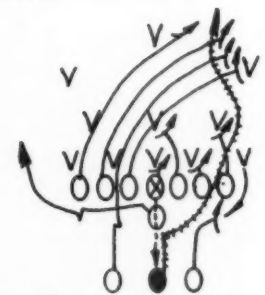
Director of Athletics, University of Toledo



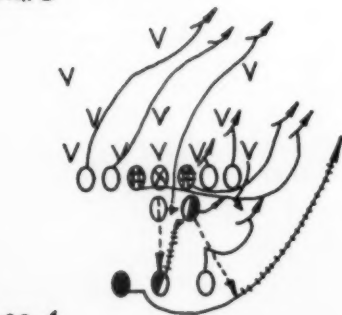
DIAG. 1



DIAG. 2



DIAG. 3



DIAG. 4

IN order to field a well-trained football team the coach must use his time to the best advantage. From 1942 through 1948 we used only the basic split T series as a total offense. From the 1949 through the 1955 season a halfback trap series and a fullback trap series were added to go with the split T series. At the start of the 1952 season the belly series was added to our offense, and we included both the inside and outside belly plays. By 1954 we had added a ten-play series developed from the outside belly play and a six-play series developed from the inside belly play. Although several teams have used the basic belly plays, only a few have developed the highly effective series that can stem from these basic plays. The 1956 season will see many teams using a balanced series springing from these basic belly plays. Since 1946 we have had a highly effective series known as the direct pass to the fullback series.

The direct pass series is a good one to use in order to make the T formation offense more diversified. Few if any adjustments are needed in the line blocking assignments when this series is mixed with the split T or the tight T formation offense. We feel certain that this direct pass to the fullback series has enough balance, deception, speed, and power to consti-

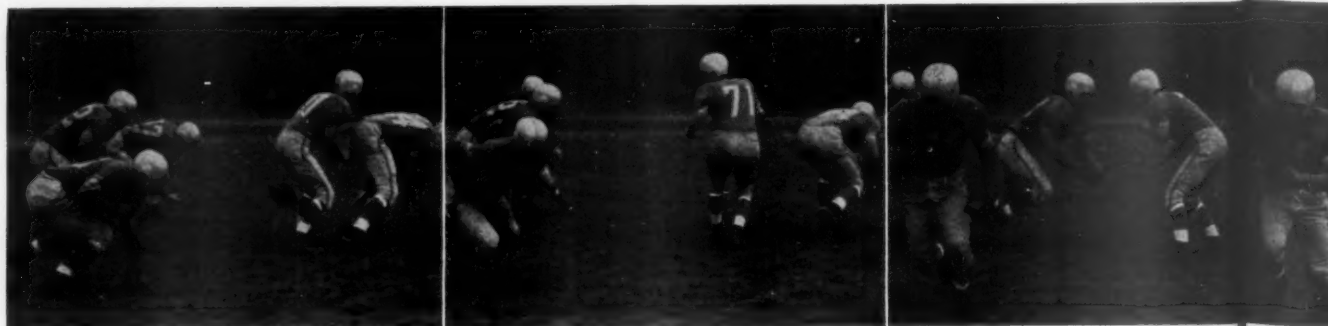
tute a sound total offense. During the seasons of 1950 through 1953 we played some games in which split T football was used for one quarter, and trap and fake trap football for another quarter. The direct pass to the fullback series was used throughout another quarter. During seasons when we had a center who found it difficult to make the direct pass properly, this splendid offense had to remain on the shelf.

There is strong evidence that too many coaches believe a high school or college player cannot master either variety or quantity in offense. We think the average high school or college player can learn far more variety and quantity in offense than most coaches realize. Naturally, the method of presentation and the instruction are fundamental. At least two hours daily should be available for practice. Line blocking assignments should be standardized for all series. It has been our experience that the backs can learn a variety of maneuvers.

Multiple offenses are certainly not new. Years ago it was a common sight to see a coach using at least two styles of offense. Often each style was radically different in philosophy. This situation prevailed when coaches were experimenting with the T formation offense. Certainly this was a multiple offense era. For the past



Series A



five seasons football offense has been at least 90 per cent T formation. Only a few teams have emphasized what today is referred to as a multiple offense.

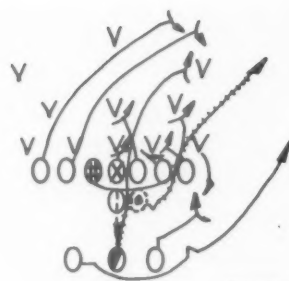
The common ingredients of the classified multiple offense today are the split T series, the T formation with both a balanced and unbalanced line, and the single wing offense with both a balanced and an unbalanced line. Most of these teams throw in a liberal sprinkling of double wing and spread plays. The multiple style of offense has become attractive because of the success attained by Michigan State during the past few seasons and also because of the pressure it places on the defense. Pattern defenses geared to confront split T offenses are often severely taxed when confronted with a play that strikes fast from a single wing setup. Since the direct pass to the fullback series develops with all players in identical positions, as they would be for any other T formation play, the series does not have any pre-snap telltale signs to tip the defense off for possible necessary adjustments. The direct pass to the fullback series carries a maximum of what is considered to be the most deceptive maneuver in single wing football, the buck lateral pattern, which is sometimes called the Minnesota lateral maneuver. It is a question whether or not there is a more deceptive maneuver in football than the buck lateral pattern.

One additional basic skill is necessary for the direct pass to the fullback series. It is in the assignment of the center. The pass from the center to the fullback must be made between the quarterback's legs. It must be a soft snap that reaches the fullback while the ball is only about eight inches above the ground. It must be made not too high, not too low, not too fast, and not too slow. It is important and basic that the center make his snap to the fullback without changing his stance. He must not look backward. When receiving the

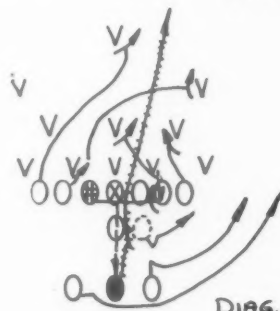
snap, the fullback should take one step forward before the ball touches his hands.

On the first three plays of the series the quarterback maintains his split T movements, working to the side opposite to which the play penetrates. In all other plays in the series the quarterback makes a fast reverse pivot to place himself directly behind the guard and in a position where he can take the ball from the fullback who is driving into the line. Often he may fake to take the ball from the fullback. It is necessary for the quarterback to place his hands in such a position that the defense will not know he is not taking the ball from the center. He can deceive the defense with the position of his hands, and at the same time take a direct snap from the center should the play require it. If any pass patterns are planned where the quarterback will become a receiver, the game officials should be instructed to notice the position taken by the quarterback previous to the snap on the play. In a play of this type the quarterback must be back at least one yard and in a position where he will not be able to take a direct snap from the center. When the quarterback completes his reverse pivot, the guards are permitted to pull out of the line and pass between the quarterback and the line of scrimmage. Throughout the series it is necessary to stress to all backs the importance of fine faking for good deception. This series demands considerable ability from the halfbacks as blockers. It also lends itself very well to the forward passing game as is demonstrated by the passes which are diagrammed.

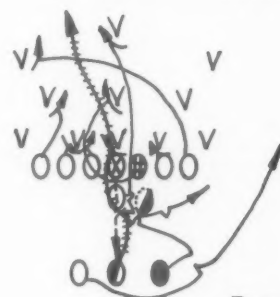
Although all plays have been diagrammed to the right side, they can be carried out equally well to the left side. Now the quarterback will pivot out to his left, using the reverse pivot. The balance of the attack is very favorable and the constant threat of the fullback driving into the line is enough to keep linebackers in par-



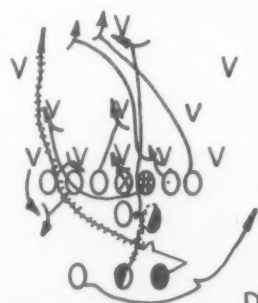
DIAG. 5



DIAG. 6



DIAG. 7



DIAG. 8



Series B

ticular, and all defenses in general, very honest.

It is important to keep the line well spread as it is in the basic split T series. Diagram 1 shows the play, *the direct pass to the fullback, two*. Notice the two-on-one block by the center and right halfback against the man who is playing over the center. With some personnel the coach might wish to have the right halfback swing wide to his left. When establishing this series, it is important early in the game to make the defense conscious of the fullback driving into the line.

If the defense showed no one playing over the center, the same play (Diagram 2) would become *the direct pass to the fullback, zero*.

It is wise to use the fullback on a fast thrust over the offensive ends. A

"FROSTY" ENGLAND

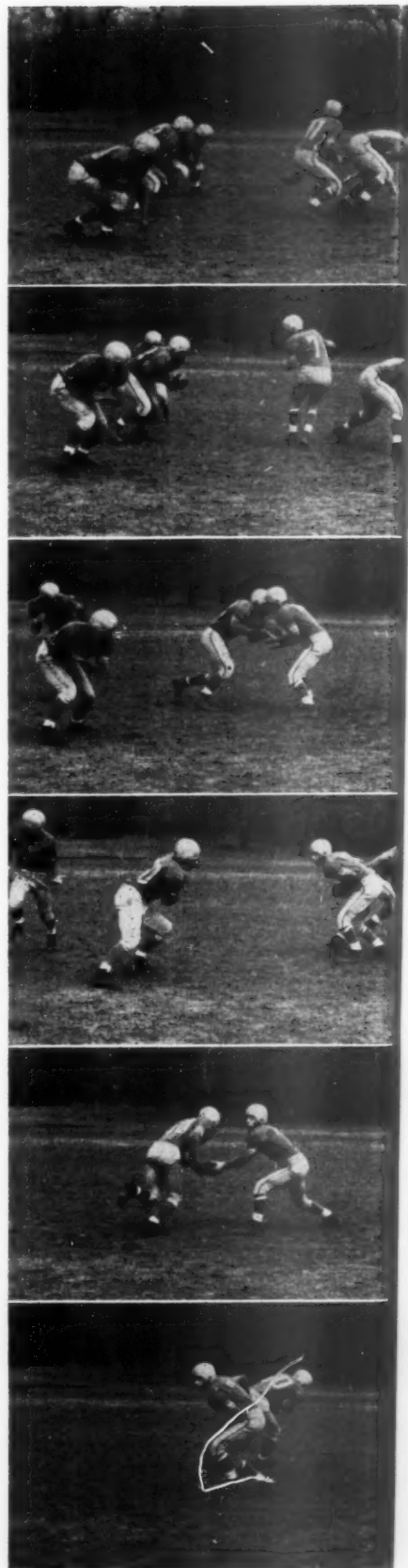
played under Ray Eliot at Illinois College. After graduating he coached for 11 years in Illinois and Missouri high schools. Then he spent a number of highly successful years at Arkansas State and while there authored the book, "The T Formation From A to Z." England accepted the head coaching position at Toledo in 1954. This past March he experienced a coronary attack and has turned over the coaching duties for this season to his assistant, Jack Morton.

play of this type is shown in Diagram 3 and is called, *direct pass to the fullback, six*. It is important that the fullback's first step or two be made directly toward the center before he makes his cut to travel over the offensive right end. The right halfback steps forward and then takes a path which will give him a good angle in blocking the defensive left end.

In order to get a good sweep play we ask that our quarterback make the fast reverse pivot, landing with both of his feet planted squarely and facing his backfield. There must be room for the guards to pull between the quarterback and the line of scrimmage. The right halfback should delay one count and then take his first step toward the line of scrimmage

(Continued on page 90)

Series C



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ATHLETIC JOURNAL

America's First Coaching Magazine

Vol. XXXVII September, 1956 No. 1

**Published by
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Evanston, Illinois**

Bred In The Bone

THE following editorial appeared in "The Indianapolis Star" for June 21, and we are indebted to the publishers of that paper for permission to reprint it in its entirety.

"Doctors are as subject to human error as anyone else. Just as you and we, they are most likely to err when they stray from the fields of their specialties into the broader arena of everyday human relations. The American Academy of Pediatrics seems to have slipped a little over the border in its 'play for fun' edict for pre-teen-age children.

"The Academy was on firm ground in its recommendation the other day, at its annual conference in Chicago, against bruising sports on an organized, highly competitive level for youngsters not yet in their teens. Few parents would consent to putting their gangling 10-year-olds into a Rose Bowl game. It is time enough to test muscle and reflexes when the muscle has grown tough enough to protect the bones beneath.

"The doctors were still on the same firm ground in condemning overpowering adult pressure on young children to win whatever contest they might engage in. Any test of skill or luck should be, above all, fun. The loser can and should enjoy a good game of tag, tennis or tiddlywinks as much as the winner. After all, there is always the hope of winning the next bout.

"Where the doctors went off the track was in a general criticism of exploiting the desire to win in athletics at any age level. The implication seemed to be that athletics, like a ride on a merry-go-round, should end at the beginning. A human being's life pattern just isn't laid out that way,

whether it is in athletics or business, courtship or hobbies. The person who does not desire to excel in something isn't worth a bent penny.

"There has been a noticeable inclination among many social theorists in the last few years to preach the evils of competition. They argue that utopia is a state in which no person tries to be better than another. Since athletics provides the most primitive, clear-cut kind of competition, athletics naturally comes in for a great deal of attention by this group.

"The desire to win, or to excel, is not evil, either on the playing fields or in the laboratories and business offices. It is the thing which has pushed civilization forward step by step since the earliest ages. It is as natural as hunger, and shows up almost as soon in a child. As a national asset, it is vital. As an individual attribute, it is unavoidable.

"The thing a wise parent teaches is not to avoid defeat by avoiding competition, but to accept defeat gracefully when it comes and regard it as simply another lesson on the road to victory. Competition can be fun for its own sake, but it is silly to pretend that winning isn't fun, too.

"Children should by all means be free from undue pressure by parents, teachers or others to win *at all costs*, by fair means or foul. Athletic exploitation of youngsters makes no more sense than their exploitation by sweatshops. But to refuse to share a child's inborn natural jubilation over his small victories, out of some mistaken idea that it is a shame to want to win, makes less sense yet.

"America as a nation would be in a sorry state indeed if the next generation grew up with the idea that it is sinful to try to be better than anyone else."

Athletic Honor Rolls

DURING the recent summer meeting of the National Federation, considerable discussion centered around the selection of honor lists on a state-wide or nation-wide level. The minutes of the meeting read as follows: "Attention was called to the practice of publicity agencies publishing such honor rolls or 'All-American' lists. At least two scholastic magazines and many newspapers engage in activities of this kind."

We wish to make it clear for the record that we have never made any all-star or "All-American" selections. Our only connection in this regard is to publish each year the National High School Track and Field Honor Roll which appears in the *Track Rules Book*.

Should the National Federation decide it is desirable to recognize outstanding performances in other sports as well as track and field, our columns are available for their use.

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The Athletic Trainer in High School

By DR. JOSEPH P. DOLAN

Professor of Physical Education, Missouri State Teachers College

MEDICAL education has changed a great deal since the dark days when an old Gascony proverb was almost a truism. The old proverb stated: "The young physician makes a lumpy churchyard." Today, the young physician does not have to use the trial and error method because he experiences a long internship and usually a longer residency before he applies his healing arts. In conjunction with the advances in medicine, advances in medicine's adjacent fields have occurred. One of these is the profession of athletic training which is best described as the science of extreme and exceptional care rendered to members of athletic teams to prevent injury as the result of activity and to hasten healing of injuries that were sustained as the result of activity.

Dr. S. E. Bilik, former director of physical therapy for the Bellevue and New Rochelle Hospitals in New York, estimates that the scientific training methods and safety procedures in athletics took a turn for the better around 1916. From 1916 until 1940, colleges and universities, realizing that a complete program for the whole athlete included not only scientific coaching and educational psychology procedures, but also injury treatment and prevention, provided athletic trainers to care for their athletes. Naturally, at first, these men were hit-and-miss chaps employing trade secrets and possessing little if any formal education concerning the structure and function of the human anatomy, and maintaining little or no respect for medical ethics. That is, these individuals had no philosophy for working with the team physician or the school's student health service.

Today's graduates from any approved school of physical education have studied anatomy, physiology, kinesiology, corrective exercise, and have had a sound course in the care and treatment of athletic injuries. Such training showed the finest results during the season of 1955 when

Kent State was playing Marshall College. Dyke Six, Marshall halfback, went down in a heap, his jaws locked, he swallowed his tongue, and he was suffocating. The Marshall trainer, Ed Prelaz, took the situation in at a glance, grabbed for an oral screw, forced open the player's jaws, grabbed his tongue, and certain death by suffocation was averted. Coach Herb Royer, Marshall coach, was quick to tell national newspaper syndicates that Ed Prelaz's quick thinking had saved a life that day on the field of play. Here, indeed, was evidence that a well-educated athletic trainer is a valuable addition to any school's faculty.

The nation's high schools, being dynamic institutions and always interested in changes that will make integration of learned materials applicable to a larger number of students on the academic level, have always displayed a distinct interest in making their extra-curricular activities not only more attractive, but safer for the student who participates. Hence, we have observed since the year 1946 a distinct growth of acceptance of the athletic trainer in the nation's secondary schools. The addition of a high school trainer indicates the school administrators' and coaches' desire to place boys in competition not only with the best in protective equipment and machinery, but with the best safety guidance.

If an area must be pinpointed wherein the idea of the high school trainer received its greatest impetus we must give Texas that honor. The fine training rooms of Jefferson High School of Lafayette, Indiana, developed by Dr. L. J. Holliday and run by a well-trained faculty member, Mr. Harold Cordell, marks one of the areas where the school physician has co-operated with a member of the high school faculty to give the high school's great athletic history one of the safest records in interscholastic competition. Hannibal High School

(Continued on page 89)

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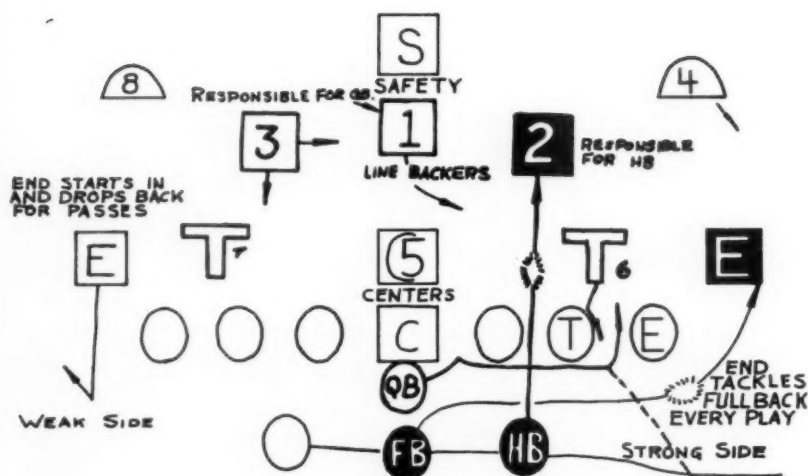


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DIAG. 3

By P. R. THEIBERT
Football Coach, Chadwick School,
Rolling Hills, California
and
R. J. THEIBERT
Football Coach,
Western Reserve Academy,
Hudson, Ohio

figuring out what the offense was using and changed from a 7-1-2-1, to a roving center, to a 6-2-2-1, a 6-3-2, a 5-4-2 and, finally, to a variety of spread defenses. The coaches knew that by changing and spreading their defenses they penalized themselves due to the time involved, and because every additional step behind the line

Split T Man-for-Man Defense

THE purpose of this article is to present a split T man-for-man defense and to show how we teach it to a team composed of young players.

Early in the year the boys are exposed to our theory of the split T. At this time ditto sheets are handed out for their notebooks. It is our feeling that any pertinent information we can drill into a boy through words, pictures, or color makes him a better player. We do not delude ourselves by thinking that the usual pages of V's and O's are sufficient because we know they are not. Therefore, whenever possible we try to use colorful full-page charts.

When the game of football started a solid line and a solid backfield with plenty of bull-like rushes were used. Five defensive linemen covered seven offensive linemen as is shown in Diagram 1. Thus, five men had to cover seven places. Offensive technique moved ahead when the ends were split out a yard. Then five defensive men were forced to cover nine holes. To

make the defense even thinner a wing-back was added, causing the five defensive men from tackle to tackle to cover eleven spaces (Diagram 2).

Then the double wing was developed, making about thirteen spaces for five men to cover. From here the offense went into the spreads which can develop an unlimited number of spaces.

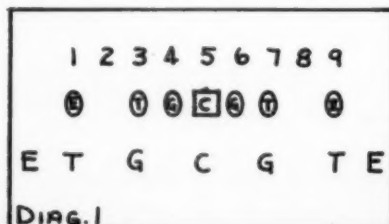
In the meantime, the defense was

of scrimmage tended to weaken the play.

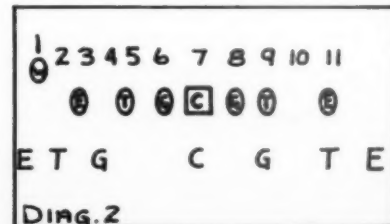
Further revisions and refinements produced what defensive coaches might term a nightmare, but which we call the split T. The theory used in the split T is relatively simple. It consists of maintaining control of the ball through short, frequent gains, and continuing a steady march with four or five-yard gains while retaining the possibility of a break-away. The speed with which the plays can be executed makes the split T doubly hard to defense.

In the split T the aim of the offense is to isolate a lineman and block him either in or out, and then send a quick dive through the hole. Next, the quarterback will fake to the dive man and cut off at right angles downfield. This is probably one of the most effective wide end runs in football. If the end plays shallow, the quarterback pitches out; if he plays wide, the quarterback keeps and goes inside.

(Continued on page 76)



THE son, Philip Theibert, in addition to his football duties, coaches baseball. He will be remembered as the author of the two cartoon type articles on hitting and pitching which we have carried the past two years.



3 New Important Football Books

How can my passing attack be made as effective as the pros? How can I develop a successful passing attack with mediocre passers and receivers? What system can I use to practically eliminate the danger of interception? These questions and many others are answered in full detail in

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This is the first book published to tell you, as a high school or college coach, how to develop a powerful passing attack with average material. Both authors have called upon their years' experience in pro, high school, and college football to set forth in clear, easy-to-understand fashion the way to build a successful passing game. Nearly 100 detailed diagrams will enable you to set up a high-scoring offense with a minimum danger of pass interception.

In this new book are chapters covering all phases and patterns of pass offense. These are the patterns that account for the outstanding success of professional football's passing attacks. Also included are thorough instructions for your quarterback. Three chapters are devoted to pass defense and there is a large chapter dealing with the "A" formation.

This book, by improving your passing game, will make your running game more effective. Profusely illustrated, the book contains 20 photographs illustrating the techniques discussed. Bound in hard covers, the book contains 144 pages and sells for \$3.25.

Red Grange says: "For the first time the pass patterns, methods of execution and the fundamental strategy involved, used by many of the outstanding players and coaches in football today, have been put together in book form. I recommend this book to all players and coaches."

Don Hudson says: "Anyone reading this material will get a better picture of actually how the forward pass works in present-day football."

Ray "Scooter" McLean says: "Many a football coach, in the half-hour before bedtime, has wanted to lift from his bookshelf a volume which contains football wisdom in capital form. This new book will be found to fill just this need."

UMBRELLA DEFENSES

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FUNDAMENTALS OF THE "T" FORMATION

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This big new book is the successor to the author's popular "Fundamental Line Drills for Line Skill in the "T" Formation." Containing nearly 400 illustrations, this book covers all phases of the "T" formation.

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This book will be ready about September 15th, and you can order it with full confidence that it is a complete analysis of the "T" formation.

Any of the above books may be ordered on 30-day approval. Any book that does not fulfill your expectations may be returned to us within 30 days and you owe us nothing.

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DUBUQUE, IOWA

Quarterback Generalship and Strategy

By DONALD E. FUOSS

Football Coach, East Orange, New Jersey, High School

DONALD FUOSS was an all-conference center at Catawba College, playing on the 1947 Tangerine Bowl team. He coached at Spencer, North Carolina, High School and Bethany College before going to Shepherd College in 1953. Last season his team was undefeated and untied, and Fuoss was named West Virginia "Coach of the Year." He accepted his new position this summer.

A SMART, capable quarterback is the greatest single asset that a team can possess. A football team is no better offensively than the judgment of its quarterback. Practically all of a coach's work is of no avail, with his best-laid plans and preparations reaping few profitable results, if his quarterback lacks the ability to select the proper plays and does not have the natural ability to inspire the team to do its best on every play.

Authorities agree that of all the factors which make for success in the game of football, the proper selection of plays is by far the most important. Poor selection of plays will destroy team morale and nullify the finest of teamwork. A team with excellent material will flounder, like a ship without a rudder, if it does not have a smart field general at the helm. Yet there have been numerous instances when a mediocre team has risen to great heights when directed by a brilliant quarterback.

Selecting the Quarterback

Coaches spend considerable time evaluating their personnel and looking for the ideal quarterback. Generally, they place so much emphasis on the quarterback's physical qualifications and his play mechanics that they have a tendency to overlook certain inherent qualities which he must possess in order to be a success.

The quarterback must be a leader. Not all players wish to assume this responsibility because they are better followers than leaders. Players will follow a leader who leads, more readily than one who tells. The quarterback must be the leader on the field, whether he is calling the play in the huddle or implementing instructions sent in from the bench. He has the task of directing the play of the other ten men. He is the signal caller who must send his team into swift and

coordinated action. He must gain the respect and confidence of his teammates—two of the most important factors in the success of any offense. He should be such a fine leader that his teammates will not question his play selection. Without mental reservation, his teammates must feel that their quarterback has selected the best possible play in every situation.

The quarterback must present a good attitude and work habits at all times. If he is a real leader, he will keep the team emotionally composed and well-poised. Consequently, he should never complain about a teammate or cause members of the team to complain about each other. In addition, the quarterback should be a strong competitor and have courage, initiative, intelligence, good judgment, vocal command, confidence in himself, and the personal ambition to be a great quarterback and field general. In the overall estimate, intelligence and leadership are the primary qualifications.

In selecting his personnel for the quarterback position, a coach should not minimize or overlook these inherent qualities which a quarterback must possess in order to be a success. In short, a football team is as good as the individual selected by the coach to direct it on the field.

Training the Quarterback

A coach's knowledge of football will not win games; his ability to teach his players is the important factor. This holds true especially with respect to the individuals he is training for the position of quarterback. The coach must spend more time with his quarterbacks, and those who furnish team leadership, than with any other group of players on his squad. Reading material should be made available, and the coach should have informal talks, meetings, and blackboard sessions

with these players. They should be provided with a quarterback's manual and a map of the field, giving zones of play. Before a game the quarterbacks should have access to the scouting report and a game guide for study and reference.

While the quarterbacks must know our entire offense in every particular, including the blocking assignments for every man on every play, against every type of defensive alignment, we do not start to train them by teaching offensive football first. It is our feeling that in order for the quarterbacks to call plays intelligently, they must have a thorough knowledge of defensive football. We start by teaching the commonly accepted and practiced rules for recognizing the defensive alignments— even, odd, diamond, box, and umbrella. Then the theories behind the different defenses, their strengths and weaknesses, are taught. The quarterbacks are taught how to attack the different alignments, since no defense is perfect. After the entire offense has been taught to our quarterbacks, then the specific plays by number in our system which will attack intelligently the weaknesses of a defense, are indicated. Our quarterbacks are instructed to call only these plays, rather than waste valuable plays and time attempting to smash at the inherent strengths of a defense. The quarterbacks must be impressed with the fact that selecting a play is not merely a grab bag procedure.

Miniature football players or metal disks may be used to train quarterbacks. These toy players can be rearranged quickly into different defensive alignments in order to teach rapid recognition. Or a coach may use slides and a projector to teach recognition of defensive alignments. Defensive sheets are also very helpful. As a part of their manuals, the quarterbacks are given material relating to practically

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every conceivable defense. They indicate in red pencil on the defensive diagrams the weaknesses of each alignment; in blue pencil the strengths of the defense. They also write out the strengths and weaknesses, make comments, note variations of the defenses, and specify the plays in our offense which should be used to attack the defense.

It is imperative that a coach do an exceptional teaching job with the personnel selected for the quarterback position. He should not take too much for granted and assume that the quarterbacks will call a good game. While the entire procedure may appear to be relatively simple and clear to the coach, the inexperienced quarterback does not grasp the picture as readily and clearly.

Principles of Quarterbacking

It is impossible to teach the quarterback to call exactly the right play on every occasion. However, he can be taught certain basic principles and rules which will serve as guideposts for the different phases of the running, passing, and kicking game. While these principles and suggestions will help him most of the time with his selection of plays, there is no safeguard against improper execution of mechanics and poor judgment in the operation of the play or against a let-down in individual performance.

It is necessary for the quarterback to realize that the rules are to help him with his play selection, not to hamper or confuse him. He should also realize that it may become necessary for him to break the rules of generalship in order to win. If he is successful, no one will question his judgment and wisdom in violating the principles. The quarterback must be made to understand that the principles of generalship are not broken frequently without impunity because they have been time-tried and game-tested. In the final analysis, the quarterback will be judged solely on whether the team won or lost under his direction and generalship.

The quarterback must be taught the significance of the tactical situation—the down, yardage necessary, position on the field, time remaining to play, and the score. These factors will affect his selection of every play. In addition, he must also consider the following factors: the weather and condition of the field, the opponent's defensive strategy and personnel, and the capabilities of his own team's offensive personnel.

A coach should limit his quarterback's selection of plays still further by indicating before the game when

to punt and when *not* to pass. We also give our quarterbacks a danger zone offensive series, specific plays to run when they are deep in their own territory, a scoring zone or goal line offensive series, and an offensive series when the ball is on the hash mark. A game guide, worked out by both the coach and the quarterbacks, includes tactical and strategic plans. It is the quarterback's duty and responsibility to understand and carry out the coach's offensive plan for a given game. He is the administrative officer of the team when it goes into action. All squad members should be made to understand that the quarterback is responsible only to the coach. Talking to the quarterback in the huddle should not be tolerated.

Plays can be classified roughly into the following four groups: 1. Straight-ahead power plays or direct line plunges that are always good for at least small yardage, but offer little chance of a break-away. 2. Wide plays that have a possibility of gaining or losing quite a bit of yardage on any one play. 3. Deceptive plays which have the possibility of gaining or losing considerable yardage. 4. Passes, laterals or plays that have the chance of going for long yardage, but also

**Strategy map appears
on page 26**

have the possibility of losing long yardage, being intercepted or resulting in loss of the ball.

As a general rule, in selecting plays on first and second downs, the quarterback should try for a touchdown; on third down, he should try for the first down. He should use the best ball-carrier and the best play on first down, with the idea that he will make at least five yards on this play. If he is successful, a greater freedom in play selection is allowed on second down, and more pressure is placed on the defense. Traps in the middle, running off-tackle, and sweeps are good first down plays. Because most teams on defense expect the quarterback to call a running play on first down, they play their linebackers up close. As a surprise element on first down, if the team is in passing territory, the quarterback should throw behind the linebackers with a running play pass.

The selection of second down plays depends on whether there is short yardage, less than three or four yards, or long yardage to make. If short yardage is necessary, consider this a long-gainer situation or pass when the team

is not in dangerous territory. For example, number passes off a running play fake are good. If they are covered, the quarterback must overthrow his receivers. He cannot lose yardage in this situation. If the team is bucking for the first down, running off-tackle is better for the short yardage than using a trap play. A fumble and loss of the ball may result if a trap is used in such a situation. If the second down play fails to gain, the team is still in a favorable position to punch out the remaining short yardage on third down.

If the first down play has failed to gain, the quarterback should select a running play or pass which has possibilities of gaining the required distance. However, some coaches do not like to pass in this situation. In his strategy the quarterback should know the value of using flankers. By deploying his ends and/or flankers, the quarterback can use a fake pass and run to its best advantage if he is in his own territory. Screen passes are good along with the draw play and traps on second down with long yardage to gain.

In the case of third down and short yardage to gain, the quarterback should punch out the first down with a quick-hitting play or power play off-tackle. He should not run a trap play for the reasons previously stated. Other coaches feel that on third down, in the team's own territory, with short yardage to gain, the deep pass should be thrown. They believe the odds are against controlling the ball completely down the field, without a *busted* assignment, fumble, penalty or a long gainer. Passing in such a situation has the element of surprise and may bring quick results.

Third down with long yardage to gain is considered an obvious passing situation. The quarterback should try for the long gainer or punt. He should spread the defense first, and follow the plans suggested previously in the case of a second down with long yardage to gain.

The quarterback should never lose the ball on fourth down when he is trying to advance it by using a running play or pass, unless the team is deep in the opponent's territory. Usually, within the 25-yard line is considered deep in the opponent's territory. Always kick the ball forward when stopped. Only late in the game when his team is behind, should the quarterback deviate from the rule.

A quarterback cannot become too methodical or stereotyped in the application of these suggestions. The defense will soon become aware of his pattern of quarterbacking. He should
(Reading continues on page 28)

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The Quarterback's Map Showing Zones of Play

G			G
5	<p>(6) SCORING ZONE (5-yard line to goal)</p> <p>a) Hardest yards to make. b) Greatest resistance.</p>	<p>c) No mechanical errors. d) No penalties. e) Run goal line series.</p> <p>f) Drive hard. g) Best back. h) Hustle and poise.</p>	5
20	<p>(5) SPECIAL PLAY ZONE (Opponent's 20-yard line to their 5-yard line)</p> <p>a) Keep using successful plays. Cannot afford to lose yardage in this situation. b) Pass zone. Use screens and sideline cuts. c) Ball to best back. Drive hard. d) No penalties. No mechanical errors. e) Trick plays can be used.</p>		20
40	<p>(4) FORWARD PASS ZONE (Opponent's 40-yard line to their 20-yard line)</p> <p>a) Put pressure on the defensive team. This is the best position for scoring plays. b) Use trick plays. c) Use deceptive plays. d) Call running play passes. e) Spread the defense with flankers and split ends. f) Run the draw play. g) With fourth down coming up, and beyond the 25-yard line, kick out-of-bounds. The quarterback may think of a field goal if he has the kicker.</p>		40
40	<p>(3) RUN, PASS, KICK ZONE (From his own 40 to the opponent's 40-yard line)</p> <p>a) The quarterback can now operate practically his entire offense. b) Remember the quarterback's law of compensation. c) Try to use a long gainer to get into scoring territory. d) Think of using series or companion plays. e) Use successful pass plays. f) He can use ball-handling plays now. g) Use flankers and split ends to see how the defense adjusts. h) Until his team reaches midfield, kick on either third or fourth down. After reaching midfield, kick on fourth down.</p>		40
20	<p>(2) RUN AND KICK ZONE (From his own 20 to his own 40-yard line)</p> <p>a) Offense limited until the team reaches its own 40-yard line. b) Try to get one or two first downs before kicking. c) It will be difficult to punch out first downs, one after another with the ground game alone. Do not try to do so. d) Kick on second or third down. e) Good quick kick zone. f) On a pass, use screens and sideline cuts. g) Be sure of pass patterns and protection. h) Use a fake pass and run or draw play on long yardage.</p>		20
G	<p>(1) DANGER ZONE (From his own goal line to his own 20-yard line)</p> <p>a) Nearer the quarterback's goal line, the more the offense is limited. b) Get the ball out the quickest and safest way. c) Use danger zone offensive series only. d) Call for the best back to take the ball. e) Check the play, the starting count, and assignments. f) Make no mechanical errors. g) Try to get a first down before having to kick. h) If he is behind his own 10-yard line, the quarterback should kick on first or second down. i) From his 10 to 20-yard line, kick on second or third down. j) Check punt protection. k) Avoid laterals and cross-bucks. On a pass use screens and avoid ball-handling plays. Use the punt formation or the quick kick.</p>		G



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also remember the quarterback's law of compensation: To make the outside plays successful, he must make the opponents respect his inside plays; to make his inside plays work, he must carry the threat of a sweep outside or a pass; run with the ball to make his passing game work, and vice versa. He must make the opponents respect his basic plays before he can revert to his tricky or special plays. Plays based on deception will be effective only when and if the opponents have learned to respect his basic plays.

Additional general suggestions and principles of quarterbacking are as follows:

1. The quarterback should know the inherent strengths and weaknesses of every defensive alignment.

2. He should know his offense thoroughly, including each man's assignment against every conceivable type of defense.

3. It is up to him to learn when to expect certain defenses and he must know how to attack these defenses immediately with his offense.

4. The quarterback should try to determine the pattern being used by the defensive signal caller. It is a good idea to confuse the opponents occasionally by passing on first down and running a draw play on third down.

5. It is his job to throw his team's offensive strength against the opponent's weaknesses, which may be the result of improper defensive alignment, inherent weaknesses of the defense, or injured defensive personnel.

6. When the defense strengthens at one point, the quarterback should notice where the strength came from and then change his tactics accordingly.

7. The quarterback should make and play for the breaks. Usually, the team that makes the fewest mistakes wins the game. He should be alert to seize the advantage when the opportunity presents itself.

8. Before the game the quarterback should learn as much as possible about the opposing team from the scouting report and other information that will be available.

9. After the game starts, he should continue to study the opposing team to determine if the players are using the strategy which was anticipated. If not, the quarterback should use basic plays until the coach is able to give him new information.

10. The quarterback *must* be the leader. He should keep cool and calm, and have confidence in himself and in his ability. He should think and plan his attack all the time. Signals should be given clearly and decisively.

11. Keeping in mind the tactical situation at all times, and the pre-game plan and instructions of the coach, the quarterback should have a reason for every play. Successful plays should be repeated and those which are not gaining yardage should be omitted.

12. The quarterback should not permit talking in the huddle. During time-out periods he should ask for specific information from individuals who have been delegated to secure certain information for him regarding the defense of the opponents.

13. He should make it a policy to ask incoming players if they have any instructions from the coach. Substitutes have a tendency to forget to relay valuable information to the quarterback when they enter the game.

14. The quarterback should make certain his teammates know the play number, starting count, and their assignments, particularly when his team is in scoring position or deep in its own territory. A *busted* assignment, fumble or penalty in these areas may mean the game in close competition.

15. If defensive men are breaking through and spoiling his plays, the quarterback should check immediately and notify the individuals on his team who are responsible so that they can correct faulty play.

16. When his team is behind in the score, in scoring territory and playing with the wind, the quarterback should speed up his plays and press his teammates. When his team is ahead in the score, stalling for time, and playing against the wind, the quarterback should slow down his play.

17. In order to stall for time when ahead, he should run line and wide plays. Do not run out-of-bounds or pass.

18. In order to conserve time when his team is behind, the quarterback should pass in the flats or near the sideline so that it is possible to go out-of-bounds as the defense converges on the ball-carrying receiver. He should have a touchdown sequence ready to call at the line of scrimmage when time is running out.

19. The quarterback should know how the score affects his selection of plays.

A tie game is better than a defeat. Winning by one point counts a victory, although perhaps not as impressively as winning by 20 or 30 points. The general rule in regard to the selection of plays by the quarterback, is as follows: Play conservatively when ahead; gamble when behind; take some chances when the score is even.

If his team is ahead by 7 points, the

quarterback should be somewhat conservative, play for the breaks, and force the opponent to make mistakes. With only a 6-point lead, unless it is late in the game, he needs another touchdown. The quarterback may consider the score even and work for the touchdown. He may take some chances, but not when the danger involved overbalances the probability of success. The quarterback should keep in mind the fact that he has his touchdown and the opponent must score and kick the extra point in order to defeat his team.

If his team is 12 to 14 points ahead, the quarterback should drive for the clinching touchdown. If the defense moves up strong to stop his running game any time his team is ahead, gambling that he will not pass, the quarterback should throw the ball deep. Another touchdown may be scored quickly. At least, the secondary will be forced deeper out of their compact defense even if the pass is not completed. However, when his team is ahead late in the game, the quarterback should not pass; he should hold on to the ball.

The possibility of giving up an intended safety should not be overlooked if there is a greater probability the kick may be blocked near the offensive team's danger zone. Two points may not affect the final outcome of the game to any great extent; whereas, a touchdown may lose the game if the opposition blocks the punt and gains possession of the ball in the danger or end zone.

If his team is behind by only one touchdown, the quarterback should not become desperate and foolhardy in his selection of plays. He should play for the breaks. However, if it is late in the game, he will have to gamble. If his team is behind 1 to 3 points, another touchdown is needed but the possibility of a field goal should not be overlooked. The quarterback should check his field goal attempt protection and coverage and remind his teammates to play it the same as a punt. If his team is behind 12 to 14 points, the quarterback has to shoot the works. He should keep in mind that the defense will probably loosen up to stop the long gainers. After scoring late in the game, if his team is still behind, he should think of the short kick-off and recovery.

The Running Game

The following suggestions and principles relate specifically to the running game and quarterback generalship:

(Continued on page 68)



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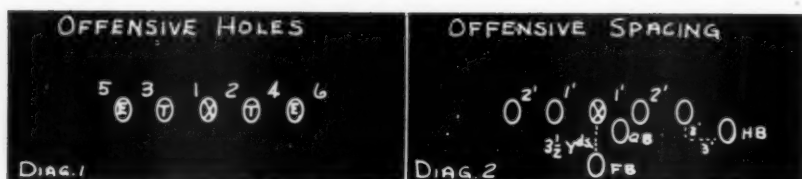
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Winning Attack for Eight-Man

By Dale H. Halverson

Assistant Varsity Football Coach, Riverside-Brookfield High School
Riverside, Illinois

IN this article we would like to present some aspects of the eight-man game of football which make it different from the eleven-man game, and then explain the theoretical basis of our eight-man offense. Since very little material has been written on the eight-man game, the beginning coach and possibly the seasoned veteran might be interested in this proven eight-man attack.

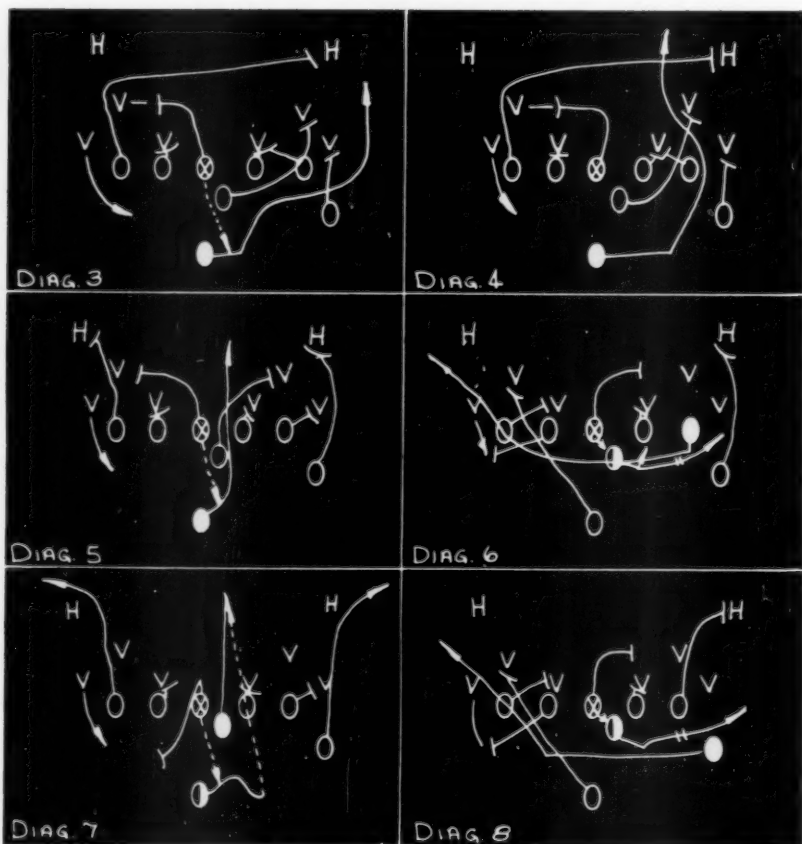
Eight-man football is like its big brother in a great many respects. Solid blocking and sure tackling are the prime fundamentals in both games. It is also an established fact that physical conditioning, spirit, and organization are highly important factors in winning football games on any level. Then on the technical side it is necessary to use a sound offense and a sound defense.

Since there are six fewer players on the field in eight-man football, mistakes made by the interior linemen are easily observed from the bench. A tired or injured player is usually spotted very quickly. Injuries are not common in eight-man football since fewer players are involved and there are fewer pile-ups. It is an ideal contact game for the small school where the enrollment and the budget will not allow the eleven-man game to be played.

Coaches stress different things when designing football offenses and defenses. There are a great many answers to winning football games when good players are available.

We have felt that the following points are worthy of constant attention when designing a sound football offense. First, the boys should be given only a few plays. Second, plays should be designed so they look alike but are optional in execution; and, third, the offense should strive to maintain control of the ball.

It is our contention that it is better to have a few basic plays which have been mastered completely than to have a large number of plays only partly learned. Statistics reveal that the average high school team can expect to put the ball into play from scrimmage about fifty times during a ball game. The plays which gain consistently should be called more often, making the learning of a large number of plays unnecessary. In fact, a large number of plays might lead to confusion and missed assignments. Play assignments should also be simplified and standardized in so far as possible. When the assignments become too varied and difficult or the plays too numerous, the chance of error becomes greater. When designing a sound offense, we feel it is highly





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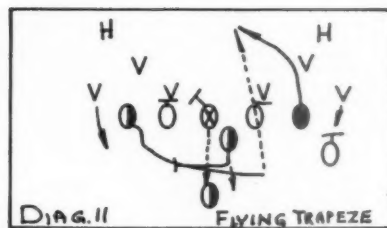
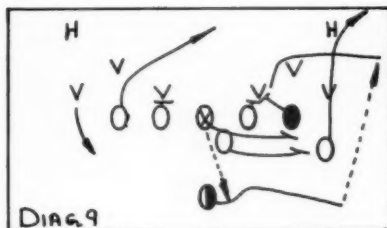
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desirable to keep the margin of error as small as possible.

By using a few basic plays with workable assignments, a coach is able to obtain better execution with his offense. Then too, by using fewer maneuvers, a coach might be able to use his four or five best backs at all the backfield positions. It is our feeling that we can sacrifice some football plays for the advantages gained through having personnel that is better prepared and available as substitutes for each position. If the offense remains somewhat simple in design, more time can be devoted to other phases of the game. Last but not least, a quarterback will not be guilty of making many poor calls if he is limited to sound basic plays.

We think plays should be designed to look alike but be optional in execution. Probably the hardest plays to defense properly are the running pass plays. All running plays should be designed so that there is a threat of a pass from them. To our way of thinking, the use of plays of this type places a great deal of pressure on the defense. If the blocking assignments can remain about the same on these plays, the defense is forced to play without some valuable keys.

We use plays on which there is little chance of fumbling. Exchanges of the ball between plays are kept at a minimum. Ball control is a phase of offensive play which is receiving increased attention from present-day coaches. Apparently the days of a pass, a punt, and a prayer are gone forever. The consistent four-yard gain is the play today as coaches design offenses which will retain the ball for a greater portion of the game.

Today statistics reveal that each

team can expect to have the ball for ten to twelve play sequences in high school football. The limited number of sequences makes it imperative that the offensive team do everything in its power to avoid losing the ball. Poor ball-handling, missed assignments, and inadequate pass protection may force the offensive team to give up the ball. If the offense is unable to control the ball, the burden of victory is placed on the defense. With simplicity, natural options, and ball control as our guides, we have designed an eight-man offense which has demonstrated the ability to put sufficient pressure on the defense.

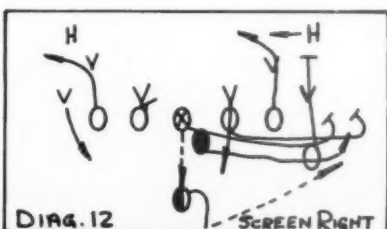
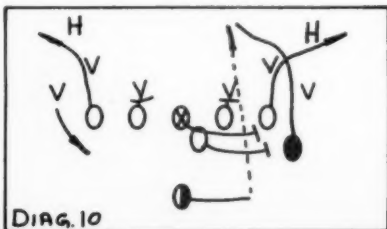
Our signal system is simple. We number the seams in the offensive line because the positions of the offensive linemen will remain standard.

Diagram 1 shows the numbering of the holes. The offensive spacing is shown in Diagram 2. Our quarterback is placed up tight in the seam between the center and tackle. From this position he can receive the snap and occasionally exercise the quarterback sneak. The basic plays strike each hole and bear the number of the hole through which they are run. Therefore, our six basic running plays are numbered simply one through six.

Diagrams 3, 4, and 5 show the basic running plays to the right. Our basic pass plays are numbered in the fifty series so the 56 play is the running pass off the six play.

Diagrams 7, 9, and 10 show the basic pass plays to the right side. Our two end-around plays are numbered in the teen series and our two reverses are in the twenty series. The same blocking is used on the 13 and 23

(Continued on page 76)



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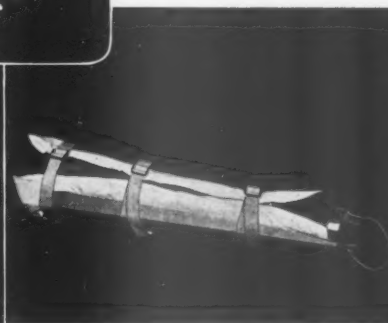
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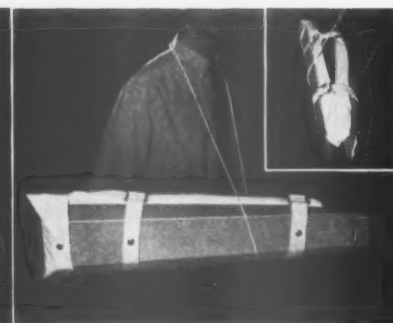
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THE captain of a high school football team should have a general knowledge of the rules and be an interested student of the game.

He should be prepared at all times to take care of situations that might tend to injure the morale of his team. These would include the spreading of rumors, dissension because of a coach's choice of a player, length of practices, etc. The best weapon the captain can use is enthusiastic backing of the coach's judgment. If the players are shown by example that the captain believes in something, they will co-operate with him.

He should be the first player on the

and have an inquisitive mind concerning the game. He should always dress correctly for practices and games, not be a griper or whimperer, set an example in courage, and be a gentleman on and off the field.

When speaking to officials he should address them respectfully. His respect for the judgment of the officials will transmit itself to the other players. He should prevent the use of profanity and dirty playing on the part of his teammates by using as drastic methods as are necessary. He should be given the power to overrule the quarterback on key plays as long as he has the coach's strategy in mind. However, if this power is abused, it should be taken away from him.

Thus, we can readily see that the captain is the liaison man between the coach and the players, and between the officials and the players.

Naturally, it is impossible to put down on paper all the possible situations that arise in a game and advise what to do in a given situation without also setting down the coach's strategy of the day which may be to play defensive ball and wait for the breaks or to get possession of the ball and retain control of it. Quite a few *belly series* T teams and single wing teams use the latter strategy.

However, we believe there are some standard situations where rule-of-thumb decisions can be made. Coaches who disagree on a given decision can develop their own variations.

Before taking up particular calls, it might be well to state some general principles. The captain should be courteous at all times in his dealings with the officials. He should always ask for the alternatives, and think before he decides. Once he has made a choice, that choice is final. He should be aware of the score, quarter, down and position on the field, distance, and time left in the quarter of the game before each play. Before making a decision he should recall to mind such things as whether or not his team has a good kicker, is better on offense or defense that day, if the penalty will make it possible to get the ball or retain the ball, direction of the wind, etc. He should control the huddle so that the quarterback will be able to do his job properly.

Taking Time Out. The decision to take time out should not be taken lightly. Psychology plays a very important role here. When a team is really moving, time out should not be taken except in case of an injury. The team's driving spirit may be lost by the interruption. When a time-out is taken, the captain must make sure that the team remains calm. Another

Decisions and Duties of the Football Captain

By MORRELL E. GRIGG

Director of Athletics, Public Schools, Pottstown, Pennsylvania

field. It is his job to attempt to break up any fooling around. He should talk to any player who is *goofing off* before it becomes a habit. During the game he should be the *fireball*.

A wise coach will take the captain into his confidence and ask the captain's help to accomplish certain goals. In the same vein, the captain should never take advantage of this relationship for his own personal gain. However, he should be made to feel he is free to come to the coach and talk over anything that he may think is important to the team.

There are many qualifications that a good leader should have. He should have average or above-average playing ability; he should be an average or above-average student. The first two qualities will tend to make the players look up to him. It is necessary for him to be serious-minded about football



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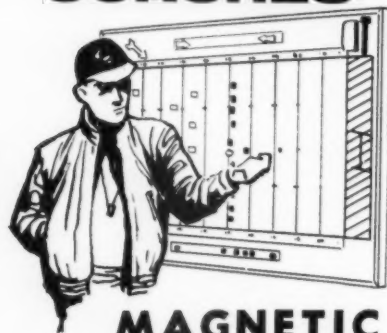
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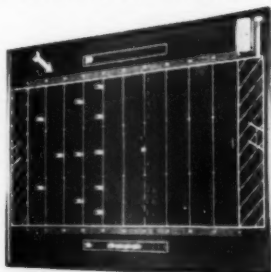
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poor time to take a time-out is when the opponents have just inches to go for a touchdown. Then a time-out will probably be of no help as far as stopping the march goes.

A smart captain will not call time out to adjust a player's equipment. Instead, he will bring the condition to the attention of the referee who will charge the time-out to himself so that the equipment can be taken care of.

The captain should be the only member of the team who talks to the officials and he should attempt to keep the other players from talking to them because they have no authority to do so. He should have a signal to show the coach which player is causing the team trouble and that player should be put out of the game. By using a signal a time-out can be saved. A good signal would be for the captain to place his hand on the top

MORRELL GRIGG captained the Moravian College football team during both his junior and senior years. He started coaching at Pottstown in 1941 and has been there ever since except for three years in the service during the war. In addition to football, Grigg has handled the baseball coaching as well. His baseball teams hold a record of 48 straight games without defeat. This past summer Grigg retired from coaching in order to serve as athletic director.

of the helmet of the player to be taken out. This signal could also be used in case of a minor injury to a player.

A poor time to take a time-out is after a touchdown has been scored because then the clock is stopped automatically. If a time-out is being taken to stop the clock, it should be done as soon as the play is completed. The captain should know he is going to take a time-out even before the play is run, and he and the quarterback should plan the ensuing strategy. They should make sure to check all factors, such as position on the field, time remaining, distance to go, score, etc. A time-out should not be taken for a trivial reason. The time-outs may be needed at a more critical stage near the end of the period.

Making the Decision. The first decision that a captain has to make is whether to kick off or receive, and to

select the goal his team will defend. This decision actually belongs to the coach, and the captain merely transmits the coach's decision to the officials. Again, it is important for him to keep in mind that once a decision has been made it cannot be revoked.

One decision that we have never seen made is to try a free kick after a fair catch. According to the rules it can be done.

The Decision When on Offense.

There are many factors to consider in deciding whether or not to accept a five-yard penalty against the opponents. If his team is on the offense, the captain's decision should be influenced by whether the yards gained are in excess of the five yards to such an extent that it will be much easier to make a first down than if the team were given five yards and an extra down. In most cases, except for a long-gainer, the offense will be better off accepting the penalty. Of course, if possession of the ball was lost during the scrimmage down, the penalty should be taken.

In deciding whether or not his team can make a first down, the captain should remember this point about the number of downs his team has to go in order to make a first down. If his team is outside of the opposing team's 35-yard line, they will probably have to kick on fourth down. That means they will have to average three and one-half yards per try because they have only three plays. Within the 35-yard line his team will not have to kick, and will need only two and one-half yards per try.

The Decision When on Defense.

On defense, the reasoning is reversed concerning the five-yard penalty. If the defense wants the ball desperately, and the scrimmage gain has been short, refuse the penalty. If the opponents are within the five-yard line, in most cases take the penalty and gamble that they will not make up the five yards plus on the next play. Here the number of the down is important. If the defense gains possession of the ball or leaves the opponents with only one chance to make three or more yards, it would be best to refuse the penalty. If little ground has been gained on the scrimmage play in the middle of the field and the opponents have a good passer, it would be foolish to give them another down; therefore, the penalty should be refused. The five-yard distance penalty would mean very little against the passing attack. However, against a good running team, the odds are about equal. Against a poor running team take the penalty. Take the penalty in the terri-

(Continued on page 95)

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3



4



5



most general change in the stance has been concerned with the raising of a lineman's hips and putting more of his weight forward.

Before the popularity of the T, the stance had to be one that enabled a lineman to move in all directions. In most cases his hips were low to enable a variety of movements (Illustration 1). When the T became popular, it was found that a lineman had to hit straight ahead with more speed than ever before, but he still had to move laterally. The result was that his hips were raised and a little more weight was put on his hands (Illustration 2).

With the T came the idea of just the guards pulling. The center, tackle, and ends concentrated on more of the straight-ahead type of blocking and were called upon to get downfield faster in front of the play. In this type of line play all linemen, with the exception of the guards, put considerably more weight forward.

Probably the most revolutionary change was in the center's stance. In the T formation he was a full-time blocker. All of his weight was on the ball, and he used one or two hands

to enable him to move out with tremendous speed (Illustrations 3 and 4). Then it became necessary for the center to have his hips high and his weight forward so that the quarterback could receive a direct hand-off from him without bending down too low to receive the ball.

When the split T with its main object of speed straight ahead came into use, the stance became almost a sprinter's stance with all of a lineman's weight forward and his hips on a line with his head (Illustration 5). This stance would be unsuitable if the linemen had to move in a variety of directions as they do in most types of offenses. However, in the split T, lateral movement or the uncoiling of the legs for power, is not of major importance. Straight-ahead speed is the most important item.

As we have seen, the natural progression of the offensive stance has been to put more and more weight forward. Then it would follow logically that a lineman would go into the four-point stance (Illustration 6).

In this type of a stance he would
(Continued on page 64)

The Four-Point Stance on Offense

By BOB TROPDMANN

Football Coach, Sir Francis Drake High School, San Anselmo, California

WE were shocked when we realized that many coaches are using the four-point stance on offense. Like most convention-bound football coaches, we felt that the four-point stance was purely a defensive maneuver. Upon analyzing the offensive stance which has been used during the past ten or fifteen years, we found that it has been undergoing constant change. The change followed a normal progression and was accepted without many coaches giving it a second thought. However, the change to the four-point stance on offense will probably cause some consternation.

The question of the stance can be divided into two periods, before the T and after the T, into the present-day use of the split T. Probably the

6



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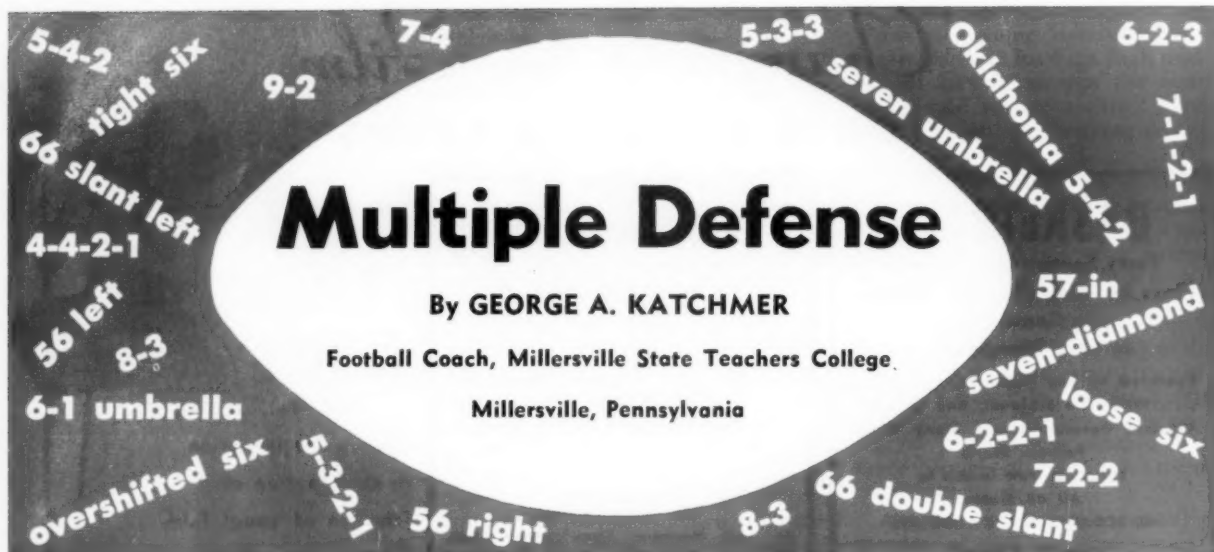
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THE success enjoyed by Michigan State through the use of its famous multiple offense has influenced the offensive trend in a number of our colleges and high schools. As time goes on, more football coaches are expanding the offensive patterns of their systems to encompass in either a small way or quite comprehensively the phases of several proven football systems. There is little question that the multiple offense, in one form or another, has established itself as an accepted style of football. In a way it has revolutionized modern football.

Although few spectators and coaches have realized its existence, the multiple defense has also been in use over a period of years. Defense has had to catch up with offense. As yet we cannot state correctly that defense is on an equal basis with the offense simply by taking cognizance of the score sheets. Today, few teams are held scoreless; the emphasis is on scoring. Fans want to see brilliant runs, razzle-dazzle, passing, and scoring.

Nevertheless, coaches are realizing the importance of defense and, as a result, are coming up with many defensive innovations. Since the two-platoon system has been eliminated there is less time to devote to defense. Today, the players must be taught both offense and defense, thus limiting the amount of time which can be devoted to each phase. It is only natural for coaches to stress offense more under such circumstances. This emphasis on offense should cause no great consternation. Defense can still be taught under the prevailing conditions.

At this time we would like to tell something of our background, out of which evolved our interpretation of the multiple defense. We have enjoyed outstanding success over the past four years with what we like to label our multiple defense.

In 1951, after listening to Red Dawson speak at a football clinic in Newport, Pennsylvania, we were so favorably impressed by the Michigan State multiple offense that we adopted the system during the fall of 1952. Along with the offensive system we developed a style of defense that could be taught during pre-season training. This defense was simple for high school students to learn and easy to use since it kept all of the boys thinking. It had an experimental appeal behind it because usually after the first half the team to a boy agreed on what type of defense could be used for the balance of the game with the greatest degree of success.

During the 1955 season Millersville

ranked fifth and eighth, respectively, in NAIA and NCAA small college defense rating after the fifth game. The last three games which were played against teams that scored 164 points against us the previous year dropped the rating to forty-ninth out of approximately 350 small colleges. On pass defense we were seventeenth in the nation among small colleges. It must be mentioned that our school has no athletic scholarships and admission requirements are very strict. Practice is limited to a maximum of 80 minutes daily. Thus, it is easy to see that little time can be devoted to defensive work. The players must be grounded in this particular phase of football during pre-season training. Practice comes with application during an actual game. Seldom is one defense employed throughout a game. On an average, the multiple defense will use eight different defenses during one game.

Before defense and game strategy can be combined, a look at the different defenses would serve the purpose of orientation. The accompanying diagrams are simple and easy to remember. Since the majority of coaches employ a balanced line, the diagrams were made accordingly. Flankers, men-in-motion, etc., use a standard defensive alignment, that is, a definite man in the secondary has responsibility for such maneuvers.

Another point to remember is that in reality there is rarely a definite four- or five-man defensive line. With stunting among the backers-up the defensive pattern usually finishes up being the standard six- and seven-man line.

FOLLOWING graduation from Lebanon Valley, George Katchmer coached at Cherrytree, Pennsylvania, High School, and then served in the army for five years. He returned to his former coaching position and in 1948 went to Newport, Pennsylvania, High School, where his teams won 20 out of 21 games. Two years ago he took over the coaching duties at Millersville.

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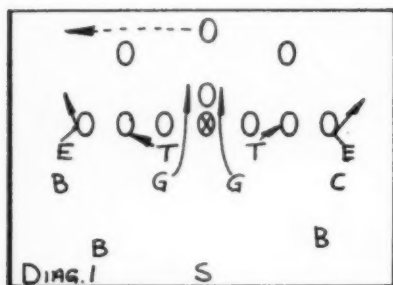


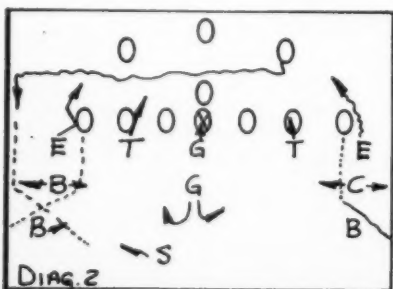
Diagram 1 shows a four-man line. It materializes into the standard tight six-man line which is good against any running play, especially up the middle.

By way of explanation, the two guards are back a yard to two yards. They do not hesitate a second but barrel right up the middle with everything they have. It should be stressed that they do not wait to diagnose the play and then go accordingly. They have but one job—stampede the middle for penetration and then play the ball.

We instruct the tackles to pare off the offensive guards and charge the offensive tackles on a slant. The ends play off the outside shoulder of the offensive ends. Their first charge is for the buttocks of the offensive end and then they drift accordingly. They should never pursue from one side to the opposite side, but once they have passed the line of scrimmage they should give pursuit in a heading-off maneuver.

The two outside backers-up cover the tackle gap or the outside. They should try to get into the habit of throwing a shoulder into or shoving the offensive ends any time they are able as the ends invade their area. This little defensive movement can knock a potential pass receiver off stride or delay him sufficiently to break up a possible pass play. It is the best defense against the quick jump pass.

Pass defense is the one main function of the two halfbacks and the safety man. This point should be



stressed and emphasized over and over until it becomes monotonous to them. On running plays they are not expected to be tackling on the line of scrimmage. Once the runner has crossed the line of scrimmage they can forget their pass defense responsibilities and try to keep the runner's gain to a minimum.

A man-for-man defense pattern is employed by the three deep defensive men. The safety man is responsible for the strong-side end, usually the right end unless there is a flanker or a man-in-motion to the left which automatically makes the left end the strong-side end. The fact that most people are right-handed, which gives them more coordination to the right, makes the right side strong in a balanced formation.

The weak-side halfback is responsible for the weak-side end. The strong-side halfback takes the first back down deep, or in the case of a flanker or man-in-motion, the latter man.

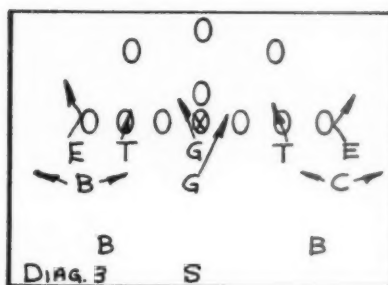
On pass defense the outside backer-up must watch for the quickie pass and the flare-out. Here the ends must help. An end should never allow a back to flare to his outside. He should block the man or stick to him wherever he goes. In Diagram 1 the dotted line from the fullback shows a flare-out possibility.

The 50 series, Diagrams 2, 3, 4, and 5, shows the five-man defensive variations. What we label the 55 defensive five-man line, which is the defense used principally when a pass is expected, is shown in Diagram 2. There is no stunting by the secondary. It is strictly a pass defense pattern and is used only on pass situation plays, that is, when long yardage is the offensive problem. As shown in the diagram, a flanker is used.

The strong-side halfback moves out with the flanker and assumes the responsibility of guarding him. The safety man shifts over and is responsible for the strong-side end. There is no switching. Switching requires experienced players and plenty of practice. Without the experience and time necessary there would be confusion, and a pass completion for a long gain or a touchdown could be the result.

The weak-side halfback would naturally intercept the weak-side end, or in the case of the end simulating a quick jump pass, he would watch for a flare-out on the part of the fullback.

The middle backer-up would play strictly a middle zone area and watch for the possibility of the delayed buck or the draw play. The two outside backers-up also play the zone, but



keep their eyes on the back who is protecting the passer on their side so they will see a flare-out or delayed pass. They should try to jam the end as he passes nearby in order to throw him off stride.

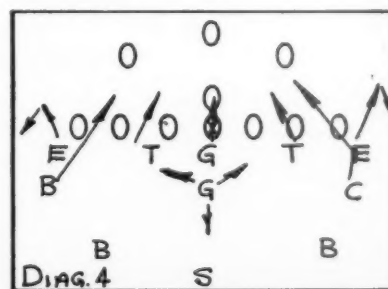
Rushing the passer is the sole function of the line. These players should come in on the passer with their arms high to force a lob pass. The tackle should use a bear hug to prevent the passer from completing a behind-the-line pass to one of his protectors.

Referring to the backers-up again—William Meek, University of Houston coach, has his boys raise their arms much as they would in playing a basketball zone defense to discourage a pass into their territory since it does seem to limit the open space. By raising their arms, the backers-up tend to force the passer to raise his pass slightly, which in many cases will cause him to overshoot the receiver.

The next variation of the five-man line is what we call our 56 right or 56 left series. This defense is used mainly against any long play situation or on a first down situation. It materializes from a stunting five-man line into a tight six with special strength to stop middle thrusts by the offense. Pass defense is the same as that stressed for the four-man line.

In the 56 left, the middle backers-up would stunt to the left, and the man over center would charge to the right.

The 57 in-and-out defensive series is usually used on short gain plays or against the split T offense, although



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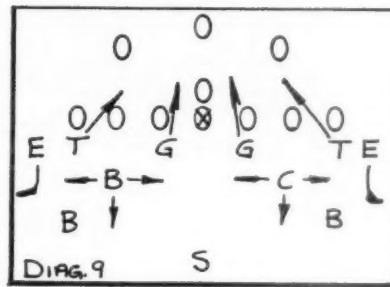
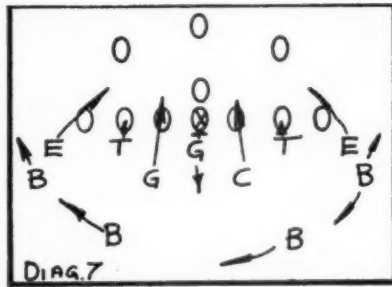
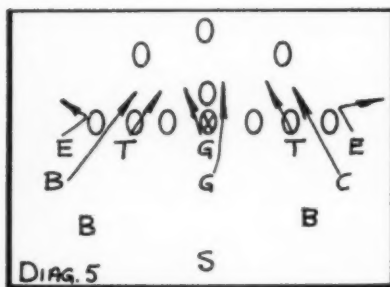
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the 5-4-2 is a stronger defense against the split T and the belly series. This defense evolves from a five-man line into a seven- or eight-man line.

The two outside backers-up barrel over the tackles without trying to diagnose the play. The idea is to jam the middle and stop any attempt to make two or three yards. The middle backer-up tries to diagnose the play, especially on a second down and should be ready to move back in case of a pass. On a third down with three yards or less to go, he should stunt as the middle backer-up does in the 56 defenses. Diagram 5 shows 57 in and 56 left or right.

In both cases the ends hit off the offensive end and play to the outside for anything wide such as a flat pass or a flare pass. A pass is seldom attempted on third down, with 3 yards or less to go. The purpose of the offense is to make the necessary yardage for the first down.

Diagram 6 shows the 57-out defense. It can be used against the split T or belly series and can also be teamed with the 56 pattern right or left. Again, it should be limited to a third or fourth down situation where the offense is almost certain to try for the first down.

The ends slash under this defensive setup while the outside backers-up assume outside responsibility for passes, flare-outs, optional pitch-outs, etc. By combining the 56 defensive pattern, a six-man line aimed at stopping any attempt through the line is developed.

Under this defensive setup the mid-

dle guard shivers off the center and checks the play. If a pass play is developing, he drops back immediately and plays the zone. The two middle backers-up barrel up the gaps to stop any play over the middle. They should tackle any back who is coming through the line. This tackling is actually pass protection since there is no safety man and the offense is certainly going to try to get an eligible receiver down the middle. Any back who is coming through the line must be tackled (Diagram 7).

The tackles must stop the dive play. They hit off the offensive tackle and go according to the play. They also tackle any eligible pass receiver who is coming through the line.

The ends slash for the quarterback. They must punish him throughout the game. At times they can switch jobs with the outside backer-up; however, both men should know the intentions of the other.

The two outside backers-up play the pitch-out. When the quarterback slides to their side, they charge immediately. The opposite side backer-up should drop back whenever the play is developing away from his side. This rotation is shown in the diagram. Both halfbacks rotate.

On a pass the two halfbacks take the ends. The backers-up play the first back to their side. The middle guard drops back into a zone.

When a team uses the running pass, the scouting report will provide sufficient information to set up the rotating secondary to defense the play.

This particular defense can be used

against a split T team that has a good pitch-out play and a poor running quarterback who seldom keeps the ball (Diagram 8).

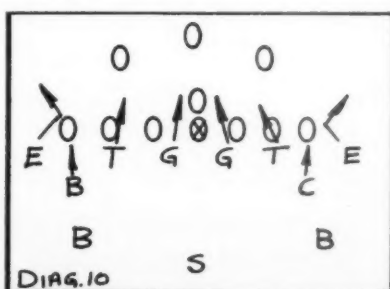
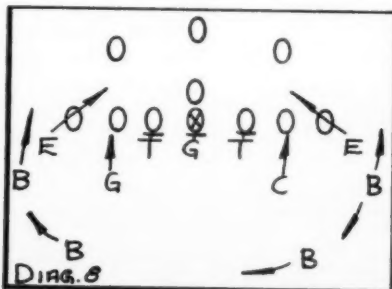
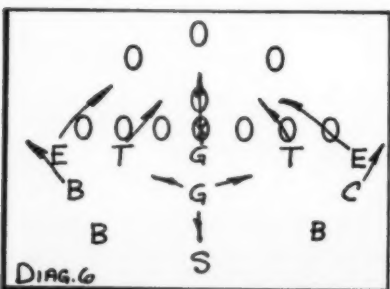
The two outside backers-up play wide, two to four yards outside their ends. They play the pitch-out. The ends crack the sliding quarterback. Responsibility for stopping the dive play belongs to the ends. They tackle any back who is coming through the line. The tackle-guard-tackle combination in the middle of the line shivers and slides with the play. They must stop anything in the middle and also tackle any back who is coming through. All other assignments correspond to the 5-4-2 which is shown in Diagram 7.

Diagram 9 shows a pass defense which still affords protection against running up the middle. It is the loose six which finishes up as a 4-4-2-1.

The two guards and the tackles rush the passer. Then the two ends drop off and play a flat zone. The two middle backers-up drop a yard to four yards and play the zone. The halfbacks and safety play the normal man-for-man defense.

Diagram 10 shows the tight six which is used against a running team that has a strong ground game or a single wing attack. A pass attempt would be defended as it would be in the 4-4-2-1 with the backers-up playing the zone and the deep secondary playing a man-for-man.

It will be noticed that in the loose six the tackles and ends play close together with a gap between the guard and tackles. The middle



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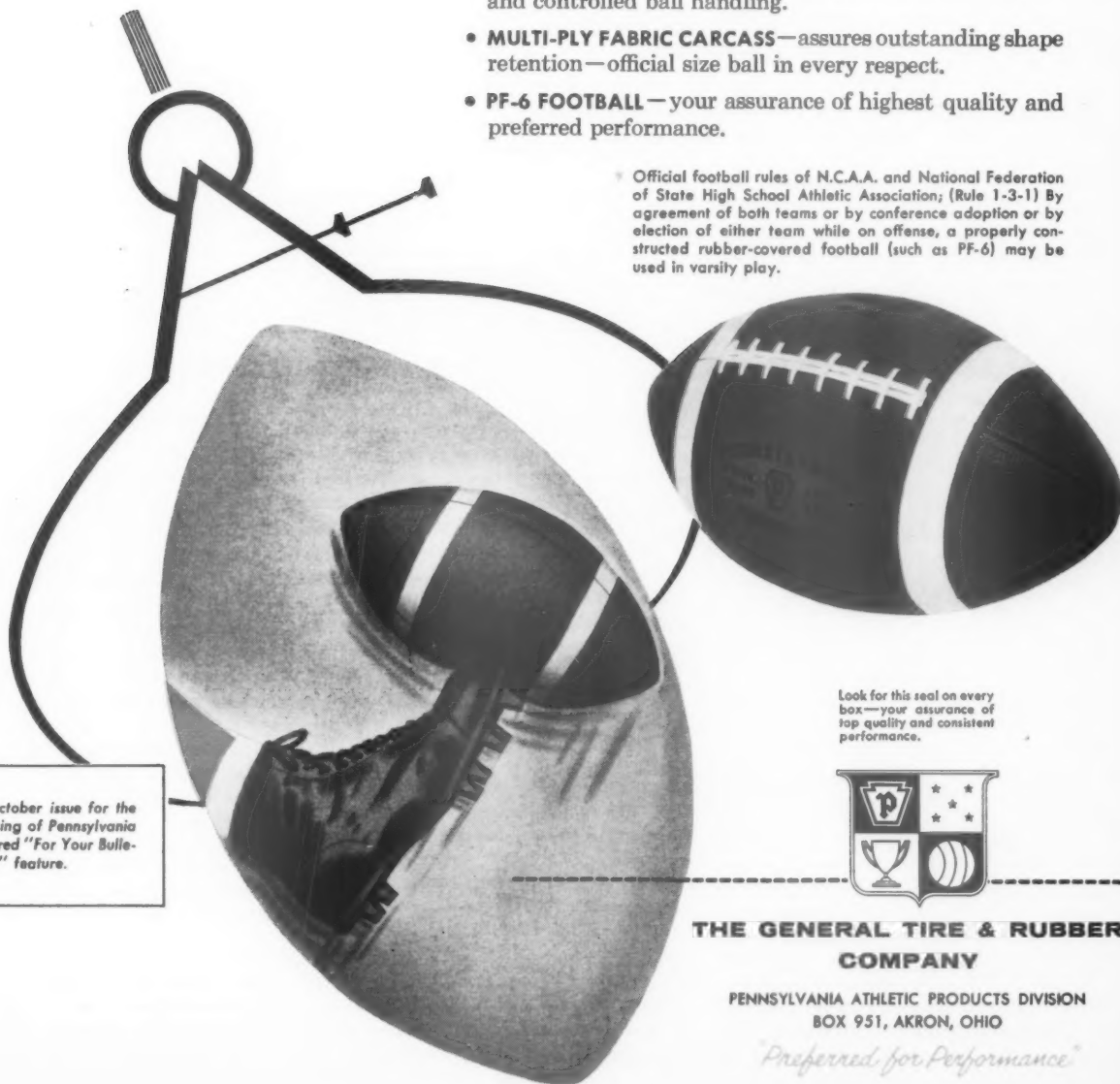
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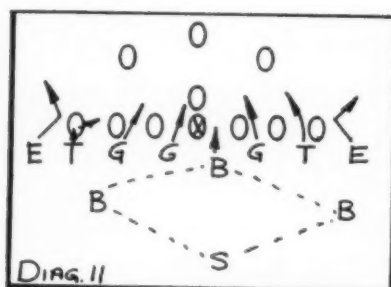
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backers-up must protect this territory in case of a run. In the *tight six* the guards and tackles cover the middle, leaving a gap between the tackle and the end. The backers-up are responsible for filling these gaps.

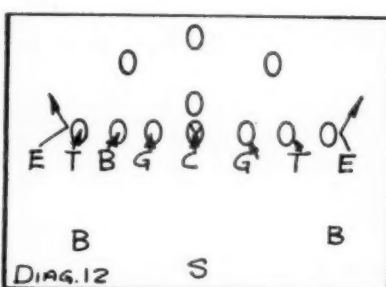
The next defense, Diagram 11, and perhaps the best in football today, at least in the multiple defense, is the seven-diamond, 7-1-2-1. The 7-2-2 is strong against running plays but weak against passes.

Diagram 11 shows the seven-diamond. Notice that there is a gap between the defensive center and the weak-side guard. The lone backer-up, who should be the best linebacker and a bear for delivering punishment, is responsible for the defense of this hole. He does not barrel up through the hole, but diagnoses the play and then acts accordingly. He is also responsible for any passes to the weak flat. Boiling it down, the ability of the backer-up will determine the success of the seven-diamond.

The center and the guards employ a pinching charge towards the middle. The tackles should hit off the ends and penetrate inward. If a pass situation is evident, they should hit and detain the ends as much as possible. On the other hand, a first down attempt, on a third down with 2 or 3 yards to go, would change the whole attack. In the latter case the tackles would slant the gap in their charge, the idea being to stop the short gain play. Penetration or a sliding technique, which many coaches employ, would be necessary.

In mentioning penetration, it should be explained that a number of coaches today define it in terms of one yard or just crossing the scrimmage line. Many coaches prefer a shiver charge and then have the players slide in accordance with the play. In the multiple defense both are included, depending upon the scouting report, which will usually reveal whether or not a team uses many trap plays, power plays, etc.

On a short down situation the ends usually try to hit off the outside of the offensive ends and drift according



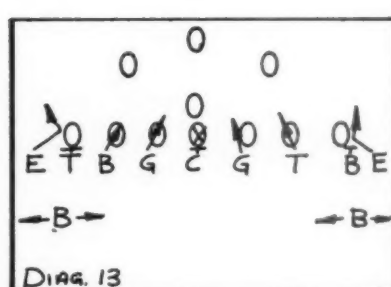
to the requirements of end play. The idea is to knock the offensive ends off stride a step or so in case of a jump pass or a quickie pass. On a long gain or pass situation they take two quick steps in on a slant and then drift out. The two quick steps should bring them to the position that was occupied by the feet of the offensive end. Then they drift and have the responsibility of not allowing any back to get to their outside. Either they throw a cross-body block on the back who is invading their area or play him man-for-man in a pass attempt. They are held accountable in particular for stopping the pitch-out and the flare pass. The ends should never chase a play to the opposite side, but should wait and fall back.

The strong-side halfback plays four to six yards off the line of scrimmage. He can help on any end run or pitch-out attempt as well as on an off-tackle power play. He can also guard the end on any play. However, the end is not his man on a pass attempt unless he goes for the jump or quickie pass. On an attempted pass play his man would normally be any flanker or man-in-motion to his side, or the first back down. This particular halfback should be the most rugged tackler in the secondary.

The weak-side halfback should be fast and has as his main responsibility the pass defense duties of covering the weak-side end. He should be from 6 to 8 yards deep directly behind his defensive end.

Naturally, the safety man has all the responsibility assigned to that particular position. If possible, he should be fast and tall. He takes the first man down deep from the strong side on pass defense. In the majority of cases it will be the strong-side end. Therefore, he lines up to the offense's strong side about 8 to 10 yards deep and keeps his eye on the strong-side end.

Diagram 12 shows an eight-man line with a man-for-man alignment. It should be emphasized that the ends must be detained or jarred on every play. The three-man secondary must



assume one major responsibility and that is, *stop the pass*. With the pressure of an eight-man line rushing, the passer will have little time to uncork any long passes. At the most, he will have but three receivers.

The nine-man line (Diagram 13) shows the goal line defense. Man-for-man alignment with double-teaming on the ends is necessary to prevent the quickie or jump pass. The two secondary men play the outside and guard against a running pass to any back. They have no responsibility to stop a line running play since any offensive back who does break through will have enough momentum to score. This defense should be utilized inside the 5-yard line and especially on the 2-yard line. It can also be employed on a fourth down with 1 yard to go.

We have explained the various defenses that can be used in the multiple defense. The defense must attempt to confuse offensive blocking. Since more time is spent in coaching offensive maneuvers the defense, if planned well, can throw off the offense by presenting different blocking assignments throughout the game.

As we mentioned earlier, the multiple defense offers an opportunity for experimentation and exploration. When changing the defensive scheme according to the play situation at hand, oftentimes a certain defense will prove much stronger in a particular game. It can then be stressed and employed during the balance of the game.

In one game last fall we had noticed, and at half time the linemen bore us out on the fact, that our 4-4-2-1 was highly successful in stopping the opponent. This defense was then used throughout the remainder of the game except on pass situations, first down attempts, and fourth down plays. The opponent was held to a minus yardage.

In three other games our seven-diamond showed its strength as early as the second quarter.

In still another game in which we

(Continued on page 66)



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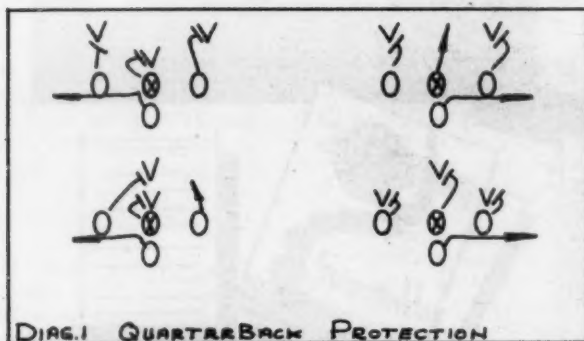
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Live Practice Drills



SIMULATING live scrimmage or game conditions is one of the most difficult situations found in football practice sessions. Frequently, the coach wishes to work on some particular offensive or defensive phase of the game without running the risk of a full-speed scrimmage. A partial answer to his problem is the use of practice drills which are live in nature but are limited to one particular segment of line or backfield play.

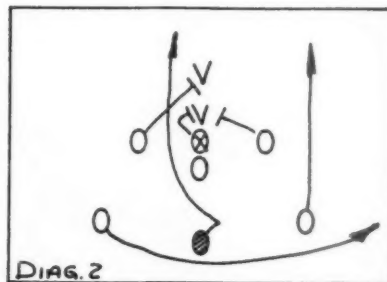
We have developed ten drills which are suitable for our practice situation and which, in our opinion, place added responsibility on the individual player to carry out his assignment. It is also thought that the drills are beneficial because they stress the competitiveness of the practice work. These drills simply supplement the daily work of a group nature, and in no way replace the drill work that is usually found in the early part of the day's practice. Moreover, the two types of drills work hand in hand and our boys seem to work harder on the basic fundamentals when they know that shortly they will be paired against a teammate in a live drill using these same fundamentals. Learning will occur at a faster rate if a certain degree of interest is maintained, and we believe that one positive way to insure this interest is through competitive drills which stimulate a spirited practice.

BILL MOORE is a graduate of Tennessee Tech and holds a master's degree from Tennessee and a doctor's degree from Michigan. Formerly head coach of football and basketball at Shepherd College, he is now backfield coach and head basketball coach at The Teachers College of Connecticut.

The ten drills which are shown are built on a progressive structure so that a coach may proceed from work in a small unit to the final stage which is a controlled scrimmage. It also permits one coach to handle these drills while the other coaches work in specialized areas. In these drills we are checking continually on fundamentals and mention of these fundamentals will be made as each drill is discussed.

The first live drill that we have our players practice daily is shown in Diagram 1 and is designed primarily

By WILLIAM M. MOORE
Backfield Coach,
Teachers College of Connecticut,
New Britain, Connecticut



to condition the quarterback, who is directing the split T offense, to step into the line of scrimmage and operate at a point in advance of the snap. It is imperative that the center and guards fire out so that the quarterback is not immediately forced away from the line of scrimmage and into his own backfield. We feel that if we can get the quarterback past the offensive guard position while still maintaining ground beyond the line of scrimmage, his chances of succeeding on the option play are vastly improved. A gain on the hand-off to the halfback or the slant to the fullback will also be guaranteed if the quarterback has kept this forward position.

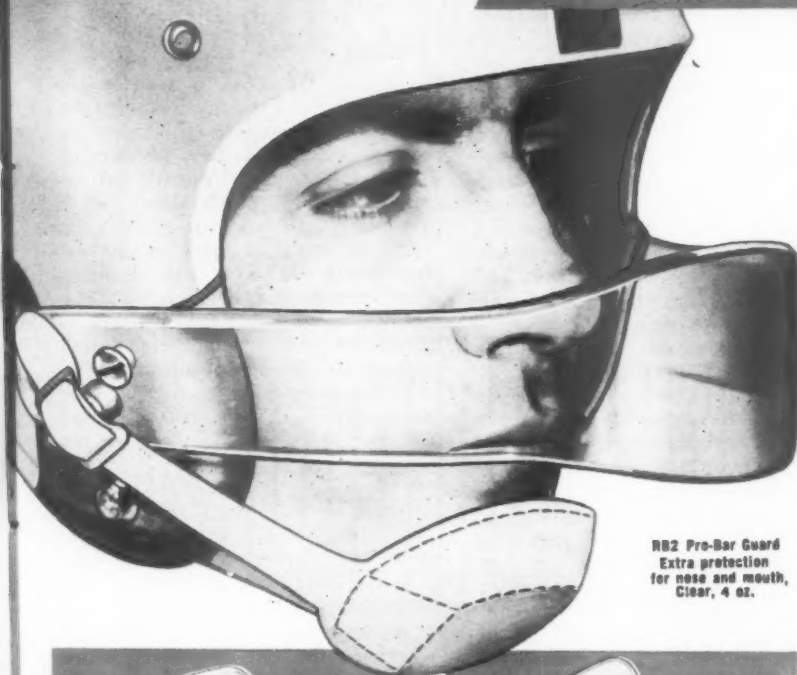
The drill is diagrammed against some standard odd and even defenses and is handled so that stunting defenses are met. Very often we find that the guards on an even defense, or the middle guard or linebacker on an odd defense, will try to shoot the gap between the center and offensive guard in the hope of damaging the play by immediately upsetting the quarterback or spoiling his timing. While the guard may meet this situation by closing the gap, in so doing he is reducing the overall effectiveness gained by the split. Through frequent practice against the stunting or slanting defense, the offensive guard is conditioned to the situations that he actually meets during the game. The center is also alerted against relaxing in his assignment of completing a successful snap and carrying out an effective block. This drill affords the coach an opportunity to check the footwork of the center and the strong-side guard to see that neither is guilty of faulty or late steps which will delay or detour the quarterback as he moves into the line.

In Diagram 2 we see a drill which is an outgrowth of the previous one. After the quarterback has worked on his step pattern, the full backfield unit is added for the purpose of gaining overall backfield timing. To some extent the two defensive guards make the conditions similar to those of a full scrimmage. All of our offensive

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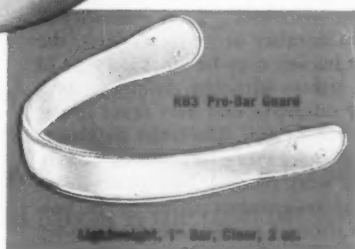
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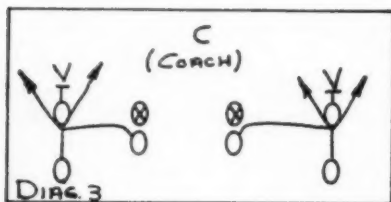
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plays are run against this setup even though the guards may be removed from the play if it goes to the outside. This drill is most helpful in developing the fullback counter and the straight hand-offs to the fullback.

A live one-on-one drill for the offensive tackle on the quick hand-off play is shown in Diagram 3. Although other assignments are important on this play, we know that the success of the hand-off is determined largely by the block of the offensive tackle. In this drill the tackle takes the defender in either direction, according to the angle that he has on the defender, or according to the defender's charge. While the tackle does not wait for the defensive man to make the first move, he does rely on these two points to aid him in his block. The halfback keys on the move made by the tackle and runs the play either to the inside or to the outside away from the block. This is a reaction which is developed only through repeated practice and the live nature of the drill makes it more meaningful.

In this drill the defensive tackle may play the situation as he sees fit, but he is charged with the responsibility of stopping the play. An opportunity is provided for him to become familiar with the defensive zone which is largely his responsibility. The guard is optional but may be used to vary the size of the split as it occurs when different defenses are met.

We have two groups running the drill side by side, and the players alternate groups after several hand-offs so they will develop techniques equally well from either side. This drill is especially important for the quarterback lest he develop a tendency to work one side more frequently than the other. One coach can handle both

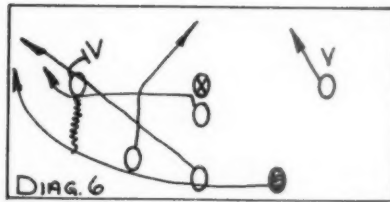
groups and this is a help when the staff is limited in number.

Diagram 4 shows a drill which we use for perfecting timing on the quick hand-off to the halfback and the slant on the part of the fullback. Using two defenders provides an opportunity to develop tackle-guard blocking coordination. The blockers feel more confident in a scrimmage or game situation when these plays are called, knowing that they have been successful in performing the blocks in the drill. A variety of defenses are met, as indicated by the diagram.

It is our feeling that this drill lends itself to a check on the pattern of the fullback and halfback. Frequently, we find that the fullback has a tendency to pinch too tight on the slant, with the result that he does not spring into daylight as often as he might if he kept to the outside. If the fullback can run the play properly in this drill, without the offensive end to key on for direction, chances are that he will run the desired pattern under full scrimmage conditions.

The block by the offensive end in the split T is a rugged one at best and perhaps requires more attention than any other single offensive maneuver. On most unsuccessful plays to the outside, it will be found that the offensive end has encountered difficulty in effecting his block. This difficulty is due to a number of reasons. First, the outside backer may be working one of several stunts with the defensive end, and the offensive end may react to the situation too late. Then the defensive end may be playing head-on the offensive end who, in turn, may confuse his blocking assignment unless he is thoroughly trained to the situation under fire. Finally, the end must react to the situation of finding the backer-up inside the tackle, with the result that the tackle becomes his block and the tackle takes the backer-up. The drill for the offensive end is shown in Diagram 5.

Using both halfbacks and no fullback in this drill, the quarterback may call either the hand-off or the option play. The fullback is not used so that the quarterback will not become accustomed to any assistance on the defensive end. In this drill the end

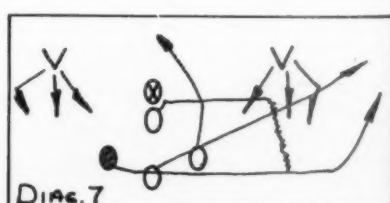
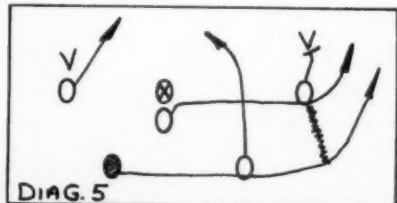
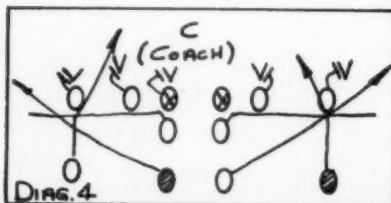


has an opportunity to perfect his blocking both to the inside and to the outside. The defender may vary his position but he is held responsible for his territory and outside protection rather than with the hand-off play. The drill is run to either side.

By adding the fullback to the previous drill, we have the situation which is shown in Diagram 6. The addition of the fullback permits us to concentrate further on the timing of the whole backfield unit and gives us additional work with the offensive end on his blocking. On the option play we prefer that the fullback not concern himself with the defensive end if possible, but if the end gets in his path, we want the fullback to cut him down. Very often a blocker passes up a standing opponent because his assigned man is still downfield. Use of this drill is quite helpful in checking on this fault.

Perhaps the one maneuver which gives a split T quarterback the most trouble is that of executing the option play against the defensive end. It is likely that most coaches who use this play have found a drill against a live end useful. The one which we like best is that of running a full backfield unit against a defensive end with no other players involved. Shown in Diagram 7, this drill affords an opportunity to develop precision in the backfield timing and, needless to say, keeps the quarterback intent upon the actions of the defensive end. In this drill the end should employ all the maneuvers that he would normally use against an option play, and he should perfect the skills necessary to defend against the play.

The risk of injury to the quarterback in this drill is not as great as it might seem. By drilling against a live end the quarterback develops skill in



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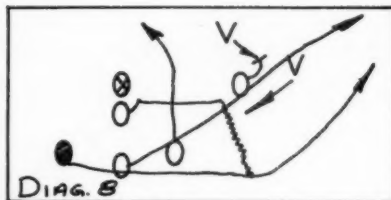
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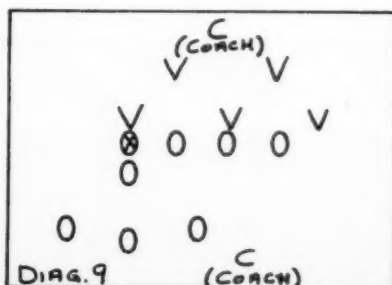


executing the maneuvers necessary for his own protection. Indecision on this play in a game tends to invite trouble and injury to the quarterback. Having a live end to work against in practice will lessen the tendency on the part of the quarterback to freeze against a crashing end under game conditions.

After working against the lone defensive end for awhile, we add an offensive end and a defensive backer as shown in Diagram 8. Here again, the quarterback has a live situation that he meets under game conditions. The offensive end receives more work on his blocking and the two defenders have an opportunity to coordinate any defensive stunts that we might wish them to employ.

Close attention is paid to the work of the fullback in this drill. Since we do want a power back in this position, chances are he will have to spend extra time on his start so he will not upset the whole pattern on the option play. The drill provides another check on the fullback in his timing on the slant. If the hand-off to the fullback is executed properly at the line of scrimmage, and if the offensive end has carried out his assignment, then no one is in a position to stop the fullback before he hits the secondary. This play has netted more yardage per try for us in the past three years than any other single play, and this one drill has been largely responsible for its success.

The drill shown in Diagram 9 has been used in some form by most coaches. It is a half-side scrimmage which utilizes a full offensive backfield, a strong-side offensive line, and four or five defenders, according to



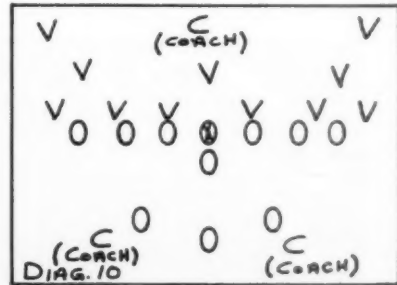
the defensive alignment. This drill, as well as the others, is used for developing only the running attack. Work on the passing game is covered at a different time.

We have found this type of scrimmage to be most helpful in bringing along the more inexperienced players. One or two coaches may give considerable attention to the players involved, whereas a full-speed scrimmage often makes it difficult to note individual performance. The coach is also given a chance to clear up any questions which might exist on the blocking assignments.

We run the scrimmage to one side for six plays and then switch to the opposite side using the same men. By using this method all of the linemen are afforded an opportunity to familiarize themselves with either side.

A controlled scrimmage represents our final live drill. We station our coaches in the positions shown in Diagram 10. From these positions they are able to check on most of the fundamentals and to make suggestions on the spot. Considering the work that may be accomplished through live drills, it is not necessary to spend a great amount of time scrimmaging. At no time during the practice do we engage in a game-condition scrimmage because it is our feeling that there is some benefit gained by analyzing most plays as they are run in scrimmage. We do not mean that more time should be spent on the analysis than on the execution because nothing will make a practice shoddier than *lecture instead of action*. Scrimmage has its place, but it is up to the coaching staff to consider seriously the amount needed.

Perhaps there is as much controversy about the use of live practice drills as there is over scrimmage. A great deal can be accomplished without the use of either. However, it must be kept in mind that performance under fire is quite a jump from a dummy-practice and that daily competition in practice sessions may contribute greatly to the success of the practice.



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BY

TITLE

Rating Chart - Practice Performance								
Name	Calisthenics	Drills	Blocking	Tackling	Willingness to Learn	Teamwork	Attitude	Specific Remarks
1.								
2.								
3.								
4.								
5.								
6.								
7.								

Rating Sheet for Practice Performance

By JOHN M. AUSTIN

Football Coach, Perry, New York, Central School

IT is necessary for the high school football coach to keep the morale of his team at a high pitch throughout the season. Many things enter the picture which greatly affect individual as well as group morale. One of the most common and ever-present problems is that of the coach's starting line-up. Rarely does a coach have eleven obvious starters. Rather, he must screen his candidates carefully during the three weeks of practice which usually precede the opening game. The screening process involves rotating several players in different positions to see exactly how they will perform under fire. Many times this procedure will give the adolescent boy a false impression as to what the coach's plans are for him. His feelings may be hurt severely if he does not appear in the starting line-up, or he may feel that the coach did not give him the proper chance to show his ability in any one position. This feeling may find its way to the boy's parents and the coach may receive parental criticism which can too often be based on opinion rather than on fact.

In order to avoid hurting a player's feelings and to give questioning parents concrete answers to any questions about selection methods, we believe the high school coach should share the burden of selecting his starting line-up with each of his assistant coaches. Many times the head coach feels his own appraisal is far better than that of his assistants, and since he must bear the responsibility for the outcome, he often chooses to reserve these selection rights for himself. We do not argue that the head coach should not have the final word on line-up choices or that the majority

vote of the staff should field the starting team. What we do encourage is a fuller use of assistants' opinions by the head coach. A more comprehensive method of team selection could be initiated quite simply by means of a rating chart which is accurately kept on each squad member throughout the entire season. This article will deal specifically with the practice performance ratings which can give the coaching staff a sound basis for selecting a starting line-up.

The accompanying chart shows the form which we use. Considerable thought was given to the items that should be included in order to give both the players and the coaches an accurate weekly picture of each squad member's performance in practice. Because our teams, for the most part, have been light, we feel that conditioning must make up for lack of weight. Calisthenics and drills are stressed in our conditioning program, and it is felt that if each boy does his part honestly, our players will be in better condition than the players on

the opposing teams. Thus, the rating chart will show up the *dogger* very quickly. It will also urge the boys on to greater effort in every drill that is run since they realize that the coach's eyes are noting every move they make. With no follow-up evaluation, players do not have a true picture of their showing.

Blocking and tackling are the next two items on the chart. According to the old saying, the team that can block and tackle better is usually the winner. We would agree with this statement, provided that the players on a particular team are in better physical condition than the players on the other team. In other words, we feel that in order to achieve maximum performance in blocking and tackling, the players must be in the best possible physical condition. With weekly ratings published on these fundamentals of offensive and defensive football, the coaching staff should notice an appreciable improvement in both the blocking and tackling of all team members.

The next three items are the direct results of the actual work done in practice. Without satisfactory grades in each of these, a player can readily be shown that his chances of playing in games are very slim unless immediate improvement is shown. The mere appearance of these qualities on the chart will impress the players with the importance placed on them by the coaching staff.

Under *Willingness to Learn* the coaches can note each player's tendency to effect improvement through his coach's instruction. A boy who may occasionally feel that his way of doing things is more appealing than the

(Continued on page 96)

JOHN AUSTIN graduated from Swarthmore College in 1948 after having his playing career interrupted by the war. After graduation he assisted at Perry and in 1950 was appointed head coach. This is the fourth article which Austin has prepared for us. A previous article was on the double flanker and there were two articles on the 6-3-2 defense.

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By Gordon Paschka

Football Coach, Winona, Minnesota, High School

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This series can be run either to the right or left. In the accompanying illustrations and diagrams we will attempt to explain each play and its purpose in the series. The defensive players in the diagrams that are underlined represent the key defensive men who must be defeated.

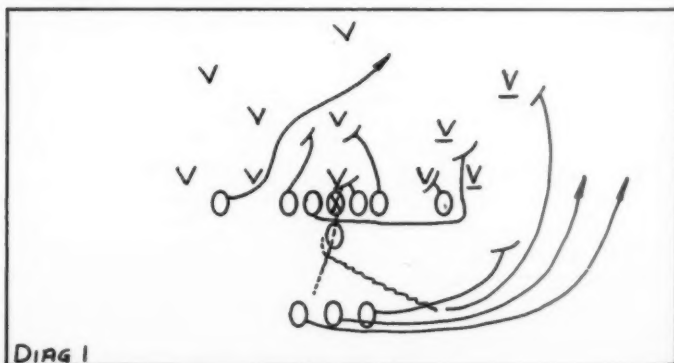
Series A and Diagram 1 show a wide sweep against a 5-3-2-1 defense.

Illustration A1 shows the quarterback starting out in motion and using a reverse pivot. In Illustration A2 we see that he is even with the right halfback and the ball has been snapped. Illustration A3 shows all backs in movement to the right. In Illustration A4 the right halfback is starting his block on the end. Illustration A5 shows that the end has been blocked but the play can still be a run or a pass can be thrown. In Illustration A6 we see that the end has cut down the field and the halfback is starting to cut up the field.

This maneuver is a strong sweep with a passing threat and plenty of blocking. The three key defensive men, the linebacker, end, and halfback cannot commit themselves immediately and any delay will give the offense time to blank them. If the play



Series A



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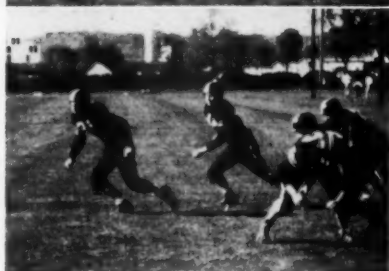
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is successful, the defense must react to it in one of two ways or in both ways in order to stop it. The defensive players must float or crash the end out with the snap and have the outside linebacker loosen up or move out with the snap. Their second reaction must be to bring the halfback and safety up faster.

To counteract the first reaction we use an off-tackle play which is shown in Diagram 2, picture Series B (side view) and in picture Series C (front view).

The start of the action in Series B is the same as it is in Series A. Illustration B1 shows the snap and the defensive end. In Illustration C2 we see the three backs and the guard moving to their right just after the snap. Illustration B2 shows the defensive end starting to come across with attention focused on his inside. In Illustration C3 we see the right halfback faking his block from the outside and the defensive end trying to react to it. Illustrations B3 and C4 show the right halfback moving downfield after faking his block and the end who has been drawn off balance by the fake being blocked out by the guard. Illustration B4 shows a side view of the halfback cutting up the hole with the fullback leading and the quarterback and right halfback to his outside. Illustration C5, which is a front view, shows the cut up the hole, and Illustration B5 shows the completion of the block on the end with the halfback watching in order that he may cut to the outside.

By studying the pictures and diagram, it can be seen that trying to stop the sweep by loosening up could lead to disaster. In this instance the end changed his mind and wound up on his back. If the defensive linebacker should react in the same manner, the safety man would be the only player left.

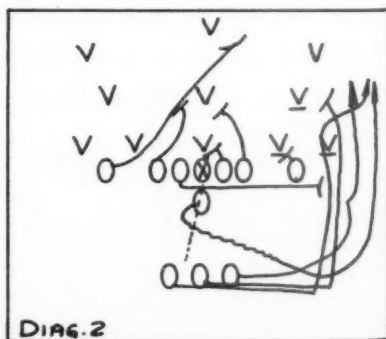
In the previous play we showed how the end and the outside linebacker are under heavy pressure. If

Series B

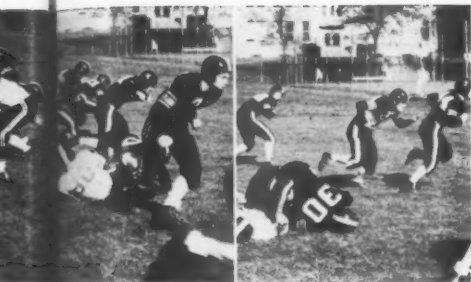
the off-tackle play is working, the defensive halfback and the safety could help them by coming up fast. In order to keep the defensive halfback and the safety where we want them, a jump lateral off the off-tackle play is used. This play is particularly effective deep in the opponent's territory, where every gain has to be stopped. Blocking is the same as it is on the run. The only change involves the fullback who goes straight out to receive the lateral, and the left halfback who fakes.

In Illustration D1 the left halfback is faking the off-tackle run. Illustration D2 shows the end being blocked out and player No. 23 getting set to pass. In Illustration D3, player No. 23 is throwing the jump pass. We insist on a half turn and a high jump to give the passer sufficient time and to enable him to see what he is doing. Illustration D4 shows the halfback and quarterback in position to move down to block the defensive halfback and safety. With a good cut before passing, the left halfback will hold the defensive fullback in until the pass is made. Illustration D5 shows the pass about to be completed and the start of the run with two men in front of the ball-carrier. The pass, being a lateral, also permits the linemen to move downfield, which also strengthens the running fake.

The next play in the series is an



Series C



inside tackle trap which is set up to keep the tackle and linebacker from moving out or charging toward the quarterback in motion. Diagram 4 shows good angles on the inside of the hole plus strong fakes on the outside.

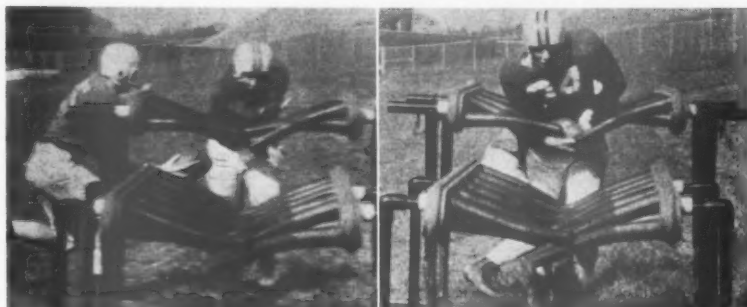
Illustration E1 shows the quarterback again moving out. The backfield, with a guard following, is shown in Illustration E2. With three men to his left and the ball and a guard to his right, the tackle's problem can be seen (Illustration E3). Illustration E4 shows the tackle being trapped with the halfback cutting up the field. The halfback should cut a square corner, thus prolonging the outside threat as long as possible. It will be noticed in Diagram 3 that the defensive left halfback must move out to cover the quarterback who is in motion. It follows then that in order to maintain defensive balance the safety must move out. This movement opens a slot right down the middle.

In Diagram 1, picture Series A, we described a wide sweep. In Diagram 4, picture Series F, we will cover a running pass off the sweep. A running pass is a good threat and it also

GORDON PASCHKA played guard on Minnesota's national championship teams of 1940 and 1941 and was co-captain in the Blue-Gray game of 1941. He coached at Bessemer, Michigan, in 1942 and then played with the Eagles in 1943. The next two years he coached at Anoka, Minnesota, and returned to pro ball with the New York Giants for the 1946 and 1947 seasons. Then he coached at International Falls for four years and has been at Winona for the past four years. Paschka invented the Free Fall Dummy Release which he markets.

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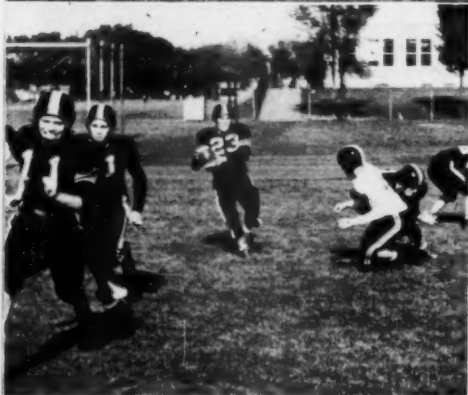
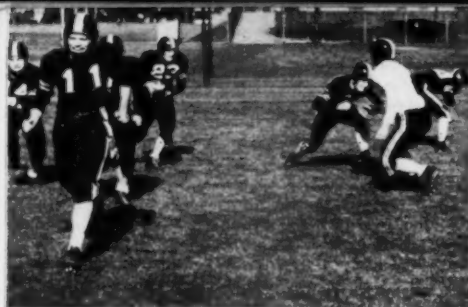
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◀ Series D Series E ▶

contributes to the sweep by holding the defense back. The defensive halfback has the problem of the quarterback coming at him play after play and knocking him down.

The quarterback, in motion, goes right at the defensive halfback, fakes a block, and breaks by. The right end blocks in on the tackle for three counts, goes down eight yards, and cuts to the right. The block on the tackle adds to the running fake, gives the ball-carrier time to outflank the tackle, and makes the fullback come up on the ball, leaving the short flat open. The left end goes down deep, mainly as a decoy, to hold the defensive right halfback and delay the safety from coming over.

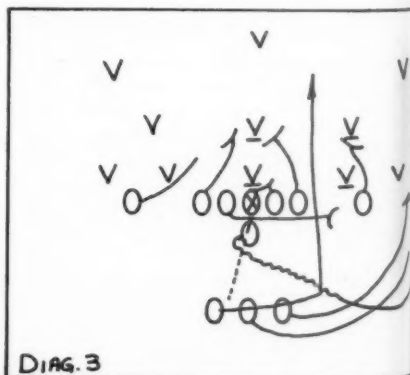
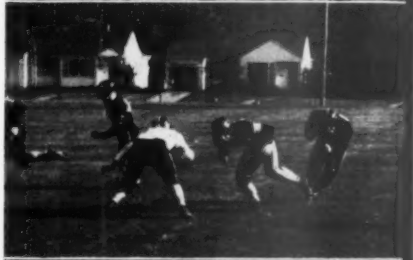
Illustration F2 shows the quarterback going out in motion. In Illustration F3 we see the quarterback moving fairly fast well beyond the end. This maneuver does not detract from the running threat because the quarterback does not block the end on the sweep. Illustration F4 shows the end being blocked by the right halfback with the fullback in front for extra protection and the guard, who is not shown, trailing. The left halfback who is dropping back to pass is shown in Illustration F5. In the event all the other players are covered, he still has the run option with two men for interference.

The last play in the series is a reverse off the sweep fake with the quarterback in motion coming back. It is used when the defense starts to move too fast towards the quarterback in motion. The blocking is not as strong as it is on the other plays. Good faking makes the difference. The quarterback reverse is a pay-off play, and is a gamble on a five-yard loss against a touchdown.

It will be noticed in Diagram 5 that the pulling guards start to the right and loop back. The left guard blocks the end out if he is not charging. The guard blocks the end in if he slashes or charges. The second guard leads the play.

In picture Series G the side views of the ball-handling and the block on the tackle are shown.

Illustration G1 shows the line-up with the defensive tackle. In Illustration G2 the quarterback is coming out in motion. Illustration G3 shows him starting to come back. In Illustration G4 we see the three backs starting to fake a sweep and also screen the quarterback. Illustration



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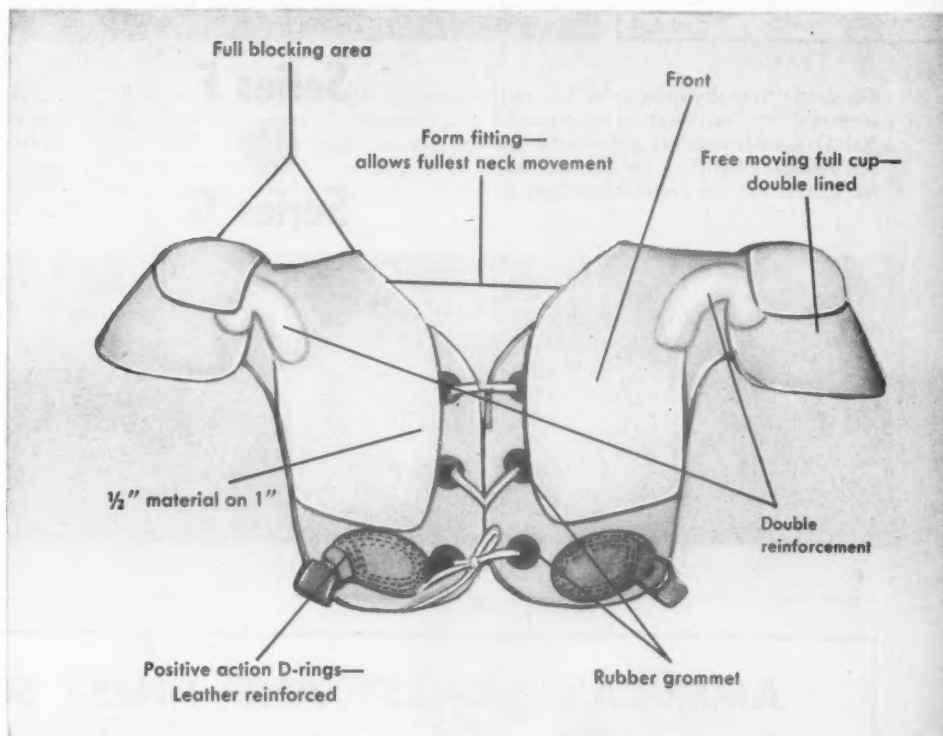
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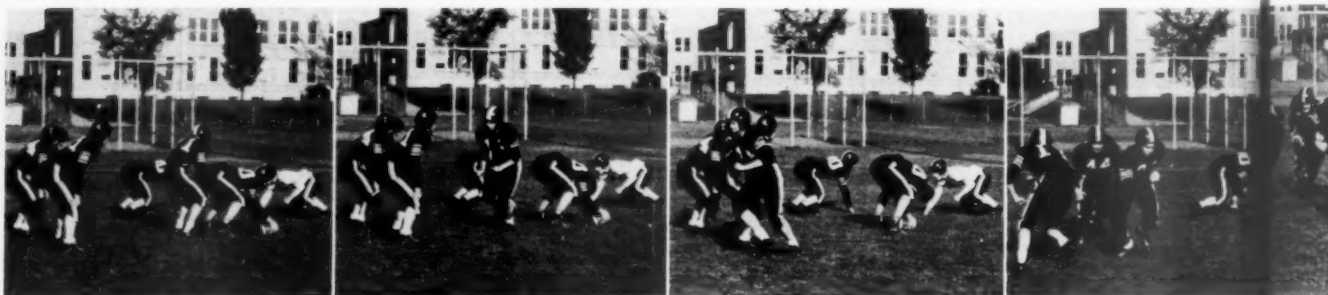
G5 shows that the quarterback is well screened and is about to receive the hand-off. Illustration G6 shows the left halfback handing the ball off. We have him use his right hand and he

Series F



Series G

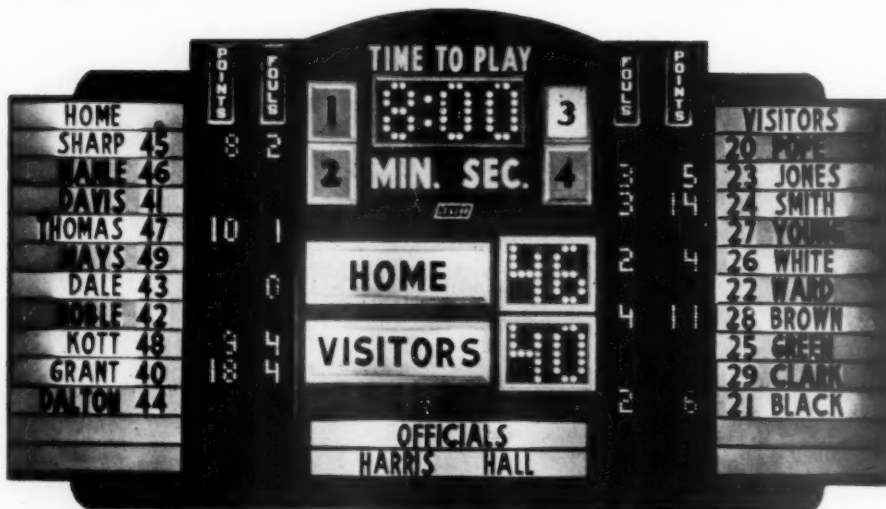
lays the ball in the quarterback's stomach. In Illustration G7 the quarterback is shown immediately after the hand-off. Illustration G8 shows the other backs carrying out their



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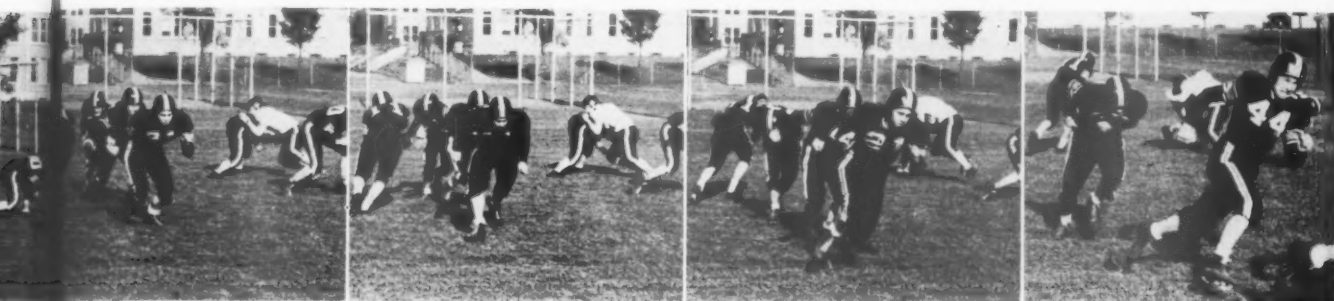
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fakes, and three backs moving hard in one direction constitute a strong fake. After using the reverse, the reverse can be faked to further confuse the opposition.

There are six plays run to either side, making a total of twelve plays which will fit into any T offense. They do not have to be run as a series, but can be mixed in any four down

series. By mixing these plays, a smart quarterback can play the defense as a good piano player will play the piano, and he will enjoy an equally gratifying reward.



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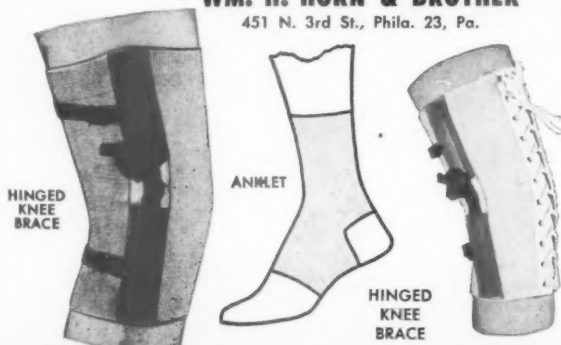
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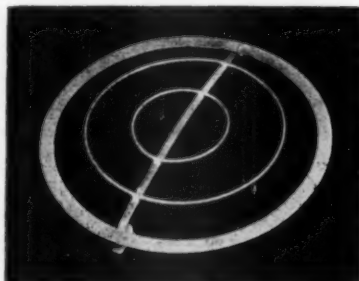
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Four-Point Stance

(Continued from page 38)

BOB TROPPMANN is a graduate of the University of Redlands and has eight years of coaching experience. His first coaching assignment was at Richmond, California, High School, and this was followed by three years as line coach at San Francisco State College. This fall he starts his third year as head coach at Drake High School. Incidentally, Troppmann has prepared four previous articles for our pages.

be more comfortable as well as have more explosive speed straight ahead. Another important point in using the four-point stance on offense is the fact that the blocker would definitely have to use his shoulder to block instead of his arm. Once the lineman has hit his opponent with his shoulder his arms would come up naturally, but the initial jolt would be with the point of his shoulder.

We noticed recently that a newly appointed West Coast coach plans to use the four-point stance for his offensive halfbacks. Another coach in the South experimented with the center in a four-point stance, that is, the right hand on the ball and the left hand on the ground (Illustration 7).

We are advocates of the straight T, but Vic Rowen, the line coach at San Francisco State College, sold us on the idea of having our tackles and ends in a four-point stance.

As one coach stated, "The reason football is such a fine game is because it is almost impossible to keep up with its changes."

Illustration 7





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Multiple Defense

(Continued from page 46)

were depending upon the seven-diamond and losing the game, the 57 in-and-out series proved to be our Gibraltar. We won the game after having been practically run into the ground.

Our multiple defense is set up in as simple a manner as possible. The most experienced lineman, and sometimes the man may be a back, is the defensive signal caller. He, as well as his teammates, have been drilled and taught the different defenses and under the particular game conditions they should be called. While the offense is huddling, our defense huddles (open huddle) facing the offense. Naturally, the defensive signal caller has his back to the offense. He has noted the down, yards to go, and position on the field. He knows, as do the others, that the following defensive rules govern the defense that he will call.

1. In all first and ten situations, except inside the 10-yard line, either the 4-4-2-1, 56 right and left, 57 out, tight-6 or 7-diamond will be used. These defenses also hold true for second down with 5 yards or more to go.

2. The 5-3-2-1, 56 right and left, loose 6, and sometimes the 7-diamond are used against any expected pass, especially late in the game against a team that is passing desperately.

3. On any third down, with a less than 3 yards to go situation, the 57-in, 56 right or left, 8-3 or 7-diamond can be used.

4. We use the 8-3 on any fourth down attempt for the first and ten series.

5. On any goal line stand the 9-2

or even an eleven-man line may be used.

6. The Oklahoma 5-4-2 is used against a real split T or belly series offense.

7. Inside the 15-yard line the 7-diamond and the 8-3 are used.

Since we have been using the multiple defense the 5-4-2 is not stressed. We have played only two split T teams, and one of them used the belly series. Work on this particular defense is carried on during the week of the game.

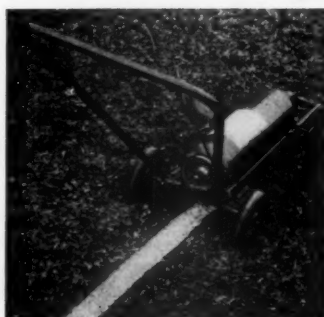
At times our defensive signal caller is told to call the 8-3 on the first play of the game, especially if we have kicked off. Often, we choose to kick off because we like to get a good kick-off and get down under it fast, hoping to stop the runback inside the 20-yard line. The offense cannot gamble too much, and, since it is the first play, the quarterback usually probes the line for a possible weakness. Our plan is to stop him on the spot and force a punt on third or fourth down.

Defensive thinking should point towards stopping the first play of any series. Our first down offensive play is designed to gain 5 or more yards. It is usually the long-gain play.

In scouting a team special attention should be paid to what play they like to call as an opening play and the plays called most often on a first down in a first and ten series. The same holds true for third down with less than 5 yards to go.

The scouting report will tell which of the several defensive styles will be the most successful and should be emphasized against a certain team. For example, in many games our basic defense for at least 70 per cent of the game will be the 7-diamond. We will mix in the five, six, and eight-man lines just enough to keep the offense worried and guessing.

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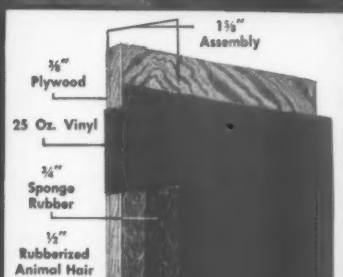
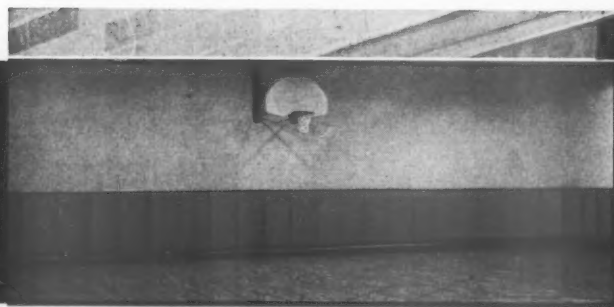
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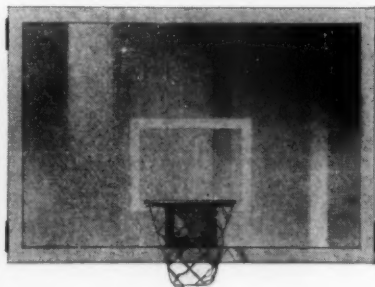


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Generalship

(Continued from page 28)

1. A quarterback should not plan on using his rushing attack over stretches of more than 40 yards. This procedure is seldom successful because a mechanical error or a penalty will kill the advance.

2. Unless his team is in scoring territory, the quarterback should not plan on making 10 yards consistently on three consecutive smashes into the line. The ball will usually be lost after several first downs and the ensuing kick by the opponent will nullify the offensive team's hard work.

3. If his running game is successful, the quarterback should not change to a passing game merely for the sake of variety. He should change his attack only when the opposition forces him to do so.

4. It is important for the quarterback to know his offensive personnel thoroughly, including the workhorses in the backfield and in the line. He should know the players who can be depended on for first downs and touchdowns. The quarterback should know the strongest blockers in his line who will root 'em out when yardage is needed.

5. Call for the biggest and best back at the goal line.

6. When the quarterback discovers the weak player in the defensive link, this player should be hit hard and often when yardage and touchdowns are needed. The same applies to tired or dazed defensive players.

7. The quarterback should know who stops each play. Tackles are often made by a defensive man who is playing a reckless game. This kind of play can be turned to the offensive team's advantage.

8. The quarterback should not always call for plays run wide to the open side of the field. He should have his teammates break back inside tackle or end. The short side should be run frequently in order to keep the defense honest and to make open-side plays work better.

9. When his team is on the hash mark, the quarterback should expect the defense to overshift or play the open side of the field strong. All plays, with the exception of the wide sweeps and laterals, are feasible to the short side of the field.

10. The quarterback should coordinate his selection of plays. He should not call plays which jump from one side of the offensive line to the other. As a suggestion, the quarterback should work on one man running in-

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side of him after having run outside previously.

11. A substitute back should not be used to carry the ball, unless the quarterback has been instructed to use him until the substitute has been in the game for several plays.

12. Remember trick plays call for delayed ball-handling. Use of such plays is questionable near the opponent's goal line. The defense is concentrated with the defensive backs up close. They are harder to deceive.

13. Deceptive and tricky plays should be set up carefully. The opposition cannot be fooled on every play.

14. Tricky plays usually work when the opponents are upset, as a rule, after a fumble or a long gain.

15. In dangerous territory excessive ball-handling plays should be avoided. The ball should be given to the best back and the one least likely to fumble.

16. On a wet day the quarterback should avoid excessive ball-handling plays, and encourage his backs to hold on to the ball with both hands.

17. The quarterback should try to avoid muddy or bad spots on a wet field. He should not call for wide sweeps and cutbacks because footing may be precarious. All players should

inspect the field and test their footing before the game starts.

18. When working against a strong wind, the quarterback should strive to maintain possession of the ball, using his best ball-carrier, and running the safest plays in his offense.

19. The quarterback should know how to take advantage of defensive tactics.

A quarterback must be able to take advantage of individual and team defensive tactics. If the ends are crashing, he should go outside quickly with sweeps and pitch-outs. If they are floating or coming across square, he should go inside them. If the interior linemen are getting penetration, trap them. If they are waiting on the line, run over them. If linemen are back off the line of scrimmage, expect a stunt; call for wedge blocking or cross-blocking, or go outside with sweeps and pitch-outs. Throw short passes over the line after faking a quick running play to catch the linebackers out of position. Set flankers and split ends to see how the defense adjusts. A maneuver of this type will force the defense out of their stunting game. If the defense shifts toward his flanker, the quarterback should call plays running away from his flank

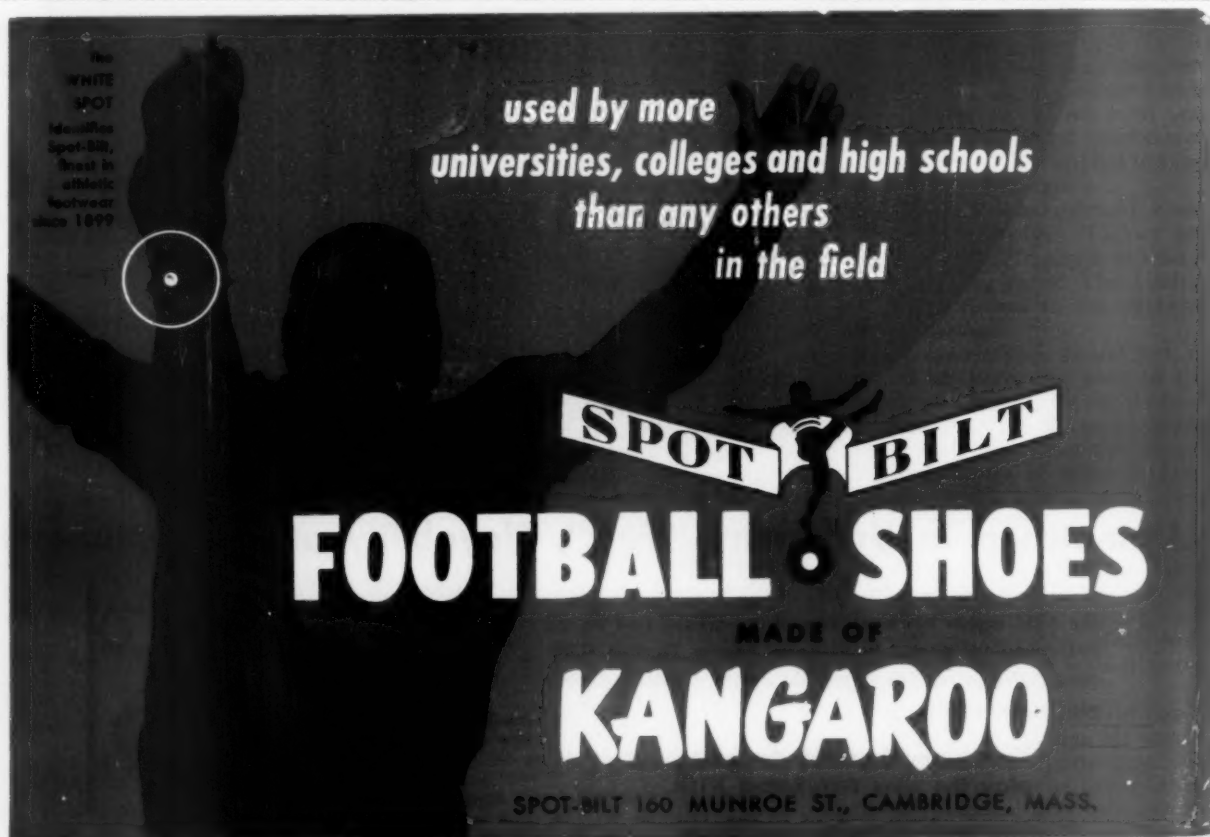
man. If the defense does not shift with his flanker, the quarterback should run plays toward his flank man. If the opposition uses an over-balanced defense consistently to stop his strongest attack, the quarterback should observe the inherent weakness of the defense and hit it until they are forced to adjust. Any defense that is unusually strong in one respect, as a rule, is unusually weak in another.

It is important for the quarterback to know thoroughly his check plays which he will call at the line of scrimmage to hit the area from which the opponents have shifted strength to meet strength. They leave themselves open to effective check plays. Also, he should know thoroughly his series or companion plays, which start and look somewhat alike but develop differently. Separately they have no great strength, but when used in series they may produce excellent results.

The Passing Game

Principles and suggestions relating specifically to the passing game and quarterback generalship are as follows:

1. The quarterback should determine, as quickly as possible, how the



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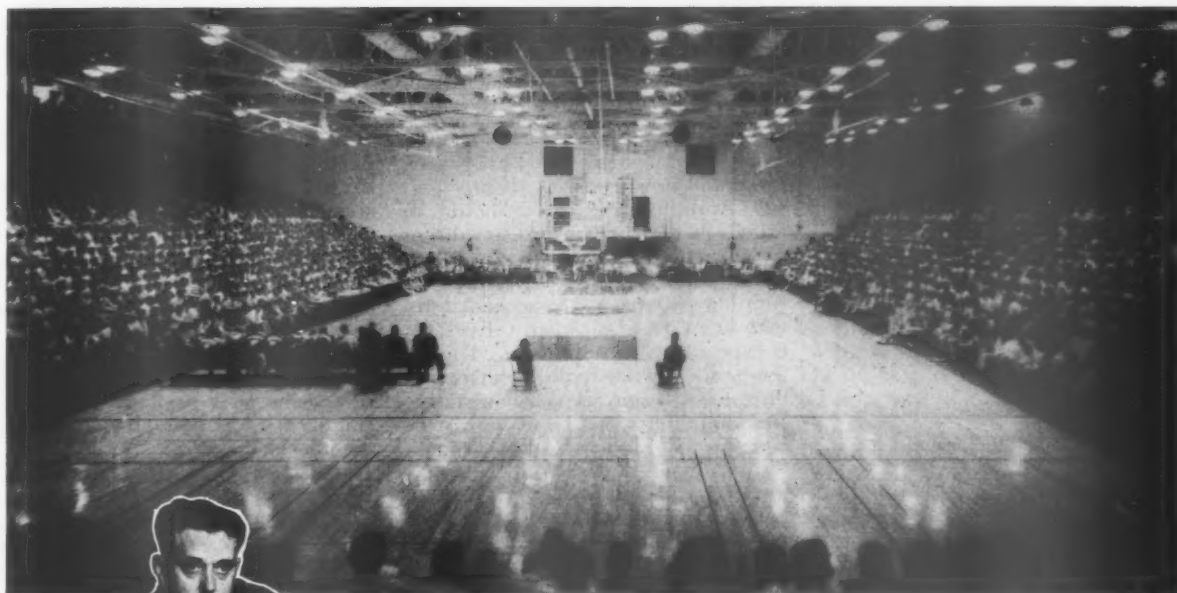
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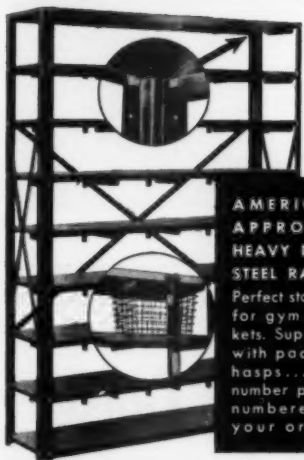
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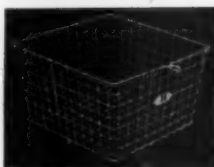
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opponents are covering his pass receivers. If there is a weakness, he should take advantage of it at every opportunity.

2. He should know when to expect certain umbrella and other defenses which are designed to stop his passing game and how to attack them.

3. Running play passes should be called, faking the run first, on downs which are not obvious passing situations. The quarterback should call running play passes, on second down with one yard to go, when the defense is expecting a running play. The defense will not be fooled with a running play pass in an obvious passing situation. They will be expecting the pass.

4. Remember passes are generally more effective on early downs than on late downs. The quarterback should not become mechanical in his play selection and should always wait until third down to pass.

5. Against a receding defense, he should pass short in front of the defensive backs and pass long against a compact defense.

6. If a defensive back comes up quickly to cover his down-and-out pass, on the next play the quarterback should have the same receiver break back and go long after faking the down-and-out pass and pattern.

7. Every completed pass helps open up the defense to make the running game more successful.

8. When the quarterback calls the hook pass in the huddle, he should indicate to his ends the yardage necessary for the first down. Otherwise, the pass might be completed on third down for insufficient yardage, and he would still have to punt on fourth down.

9. Warn the blockers to cover each pass thrown, especially back to the off-side, in case there is an interception.

10. If a defensive back is shaken up or injured and he remains in the game, a pass should be thrown in his territory.

11. If the opponent has just fumbled and lost the ball, a pass should be thrown in the territory of the man who fumbled the ball.

12. The quarterback should not fix his eyes on his intended receiver and follow the receiver through his entire pass pattern.

13. He should not try to throw long without the fake of a running play, or faking the short pass first, in order to allow the receivers time to get deep downfield.

14. The quarterback should not pass when his team is ahead late in

the game or when running plays are working well and have resulted in a long drive.

15. Use screen passes, and the fake pass and run to slow down the defensive men if they are rushing the passer hard.

16. Consider both the wind and the weather. Pass deep with the wind and short against the wind. If the quarterback can pass a wet ball well, he should do so; otherwise, the defense may play the offense's running game strong, assuming there will not be a pass in bad weather.

17. The quarterback should be very sure of his pass patterns and protection in bad weather and in dangerous territory.

18. He should never call a pass play that requires a poor passer to throw.

19. The quarterback should not save his passing game until his team is behind. It will not work then.

20. He should know when not to pass. The coach will go over this point in his strategic and tactical planning before the game.

A quarterback should know why passes are intercepted. Ohio State's coach, Woody Hayes, pointed out at the North Carolina Clinic that passes are intercepted for the following reasons: 1. The trajectory is incorrect. 2. The pass protection breaks down. 3. The passer is not in his pocket. 4. When the passer throws the intended long pass, short, and the intended short pass, long. 5. When a pass pattern is poorly executed. 6. When the offensive team attempts to pass deep on an obvious passing down.

The Kicking Game

When in doubt, punt. This is a safe rule to follow in kicking territory. The quarterback may deviate from the rule if his team is behind late in the game or if the opponent is weak defensively. Otherwise, the rule of generalship should not be violated because it is better to kick the ball forward to the opponent rather than lose it on downs. If his team is out-kicking the opponent, the quarterback should press his kicking game. Punt more frequently to an opponent who has a strong defense and a weak offense than to an opponent with a weak defense and a strong offense. Ground gained through punting is just as valuable as that gained by passing or rushing. In close games use the punt as an offensive weapon.

Other principles and suggestions relating specifically to the kicking game and quarterback generalship are as follows:

1. In wet weather or when playing

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Sports College's Lloyd Percival Finds Injury Time Reduced With Use of Cyclotherapy® Equipment

Much has been said of the Cyclo-Massage devices (Cyclotherapy) being used in the United States by an ever-growing group of athletic trainers, coaches and professional athletes.

After having read several very favorable reports of this equipment from such eminent athletic trainers as Howard Waite of the Pittsburgh Panthers and Dr. Harrison Weaver of the St. Louis Cardinals, Director Lloyd Percival of the Sports College, Toronto, undertook his own research program.

Highlights of Director Percival's report, "Effectiveness of Cyclotherapy on Athletes," are as follows:

"We have found that contact bruise injuries of all types (especially the well-known Charley Horse) react very favorably to the use of Cyclotherapy. In many cases

we found that the use of this equipment cut down the time of recovery—sometimes as much as 50%. There appears to be no doubt that Cyclotherapy stimulates the circulation very effectively and thus aids the normal healing processes.

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"In the treatment of strains and sprains we have found that the use of Cyclotherapy does a great deal to hasten the healing process. It was particularly noticeable that the muscle spasms and tension usually associated with these injuries were relaxed very quickly by the use of this equipment."

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Aside from its healing benefits, Director Percival found that Cyclotherapy had an excellent relaxing effect on men who were extremely susceptible to pre-game nervous and muscular tension.

The equipment proved extremely valuable, also, as a sleep-inducing agent for tense, apprehensive athletes, and as an aid in the recovery from fatigue due to muscular activity.

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The Pittsburgh Panthers' progressive trainer, Howard Waite substitutes Cyclotherapy for hand manipulation in giving his athletes rubdowns, as demonstrated here on tackle Eldred Kraemer (now a professional football star).



The late Dr. Harrison Weaver, (St. Louis Cardinals) used Cyclotherapy in the treatment of certain painful, incapacitating injuries.



Use of the portable Cyclotherapy cushion on ankle injury is here demonstrated by Trainer Howard Waite and ex-Pitt tackle Eldred Kraemer.

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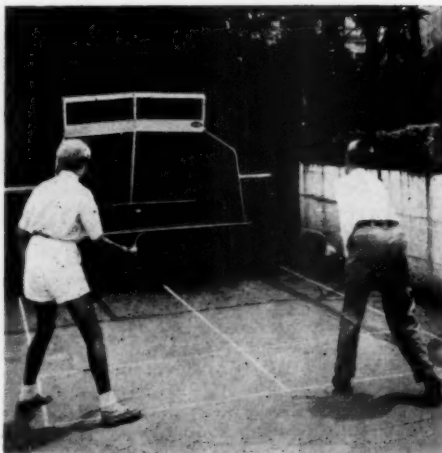
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on a muddy field, it is best to kick
frequently and let the opponents do
the fumbling. A recovered fumbled
punt constitutes a gain of approxi-
mately 40 yards.

2. The quarterback should use the
wind to his advantage by speeding up
his plays and kicking with the wind.
He should slow down his plays and
hold on to the ball when he is work-
ing against the wind.

3. He should instruct his punter to
kick low if he must punt into the
wind, and high if the wind is at his
back.

4. Remember to kick before losing
the wind at the end of the first or
third quarter.

5. Do not punt on early downs
when the team is behind.

6. When deep in his own territory,
the quarterback should check punt
protection so that the kick will not
be blocked.

7. If the punter reports his kick was
almost blocked, the quarterback
should check punt protection before
being forced to punt again. It may be
necessary to call a time-out to do so.

8. In the huddle, and before the
ball is snapped, the quarterback
should remind his punter that he is
at least 10 yards deep. This is espe-
cially important when kicking from
the end zone, as punters have a tend-
ency to get closer for fear of stepping
backwards out of the end zone.

9. The quarterback should avoid
calling for his kicker to carry the ball
on the play preceding the punt. He
may be tired or dazed as a result and
this will have an adverse effect on
his punting.

10. Avoid calling two or three
passes in succession and then punting.
The ends should receive some consid-
eration. They cannot cover the punt
effectively if they have been running
excessively on passes.

11. Keep the punter informed of
the down. Then he will know in ad-
vance whether he must punt the ball
or whether he will have another down
to do so if the pass from center is bad.

12. In *punt huddle*, the quarter-
back should remind the line to block
hard for the kicker, be alert for load-
ing tactics, and cover quickly.

13. Calling the kick on either a
short or long snap number seems to
help the center. On a short count the
ball is snapped before the defense can
get organized to block the punt. On a
long count the offensive team can ob-
serve what the defense is trying to do.

14. If the defense is becoming care-
less and putting pressure on the
punter on early downs, the quarter-
back should call running or pass plays
from punt or T punt formation.

15. If the punt is nullified because of an offensive penalty, the quarterback should consider calling a time-out to give his ends a rest before calling on them to cover the kick again.

As a general rule, the closer a team is to its own goal line, the earlier they punt. Without taking the tactical situation into consideration, but assuming both teams are equal and playing under normal conditions, the quarterback would probably kick on first down, and not later than second down, if possession of the ball was obtained behind the 10-yard line; kick on second down, and not later than third down, between the 10 and 20-yard line; between the 20 and 35, kick not later than third down; between the 35-yard line and midfield, kick on either third or possibly the fourth down; beyond midfield, kick on fourth down. Remember the probability of a blocked punt increases with each down.

The Quarterback's Maps

Charts 1 and 2 show maps of the field, giving horizontal and vertical zones of play, with suggestions of types of plays and principles to adhere to in each zone under normal condi-

THE QUARTERBACK'S CHART SHOWING VERTICAL ZONES OF PLAY

Between Inbounds Line and Sideline

With the ball on either hash mark, expect the defense to overshift or play the open side of the field strong.

1. Do not run consistently to the open side of the field with sweeps and quick pitch-outs.

2. Fake inside and go outside.

3. Fake outside and break inside tackle or end.

4. Run the short side of the field frequently to keep the defense honest.

5. The quarterback can go to the short side with almost all of the plays in his offense.

6. Know how to take advantage of defensive tactics.

Between Inbounds Lines

All plays in the offense can be used in the center zone or area.

tions. In Chart 1, the zones and suggestions in particular are flexible and subject to change, depending upon the particular situation and the opposition.

Conclusion

In conclusion, the quarterback should always keep in mind the basic mistakes which lose football games, and strive not to make these errors. According to Coach Woody Hayes, they are as follows: 1. Waiting until fourth down to punt deep in his own territory. 2. Failure to punt on fourth down. 3. Failure of a team to use the kicking game on a bad field. 4. Use of the long pass on an obvious passing situation. 5. Pressing his luck right before the half. 6. Failure to use a safety if necessary. 7. Failure to use almost the sure field goal. 8. Failure to use a touchdown sequence when time is running out. 9. Huddle discipline.

If a quarterback studies these principles and suggestions diligently and adheres to them, he is likely to be more than a capable signal caller — he will probably be a brilliant field general.

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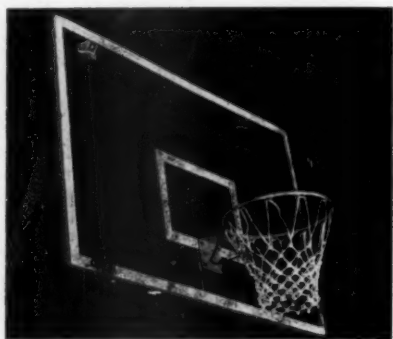
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Attack for Eight-Man

(Continued from page 32)

plays; the only change in the plays is the ball-carrier.

Diagrams 6 and 8 show the end-around and reverse plays respectively. Only the plays from the right formation have been given. The plays from left formation are just opposite those from right formation.

On all of our running plays one back serves as a blaster and he precedes the ball-carrier through the hole. On our *basic six* the quarterback served as the blaster. He was also the signal caller and was instructed to notice who made the tackles. If someone was plugging the holes, our quarterback knew who it was and where he was coming from. The fullback served as our blaster on end-around and reverse plays. As special plays we had a screen pass and one *dessert play* which was called the *flying trapeze* play after a more famous eleven-man aerial. Diagrams 11 and 12 show these two plays.

The defenses which we encountered most frequently were the 4-2-2 and 5-1-2. One team used a staggered 3-3-2 defense against us.

The advantages of the attack are play assignments which are easily mastered, running and passing plays that look very much alike, and the running plays which tend to control the ball with short, consistent gains.

Man-for-Man Defense

(Continued from page 20)

The fullback is instructed to block the second man on his feet. He ignores the end, leaving him for the quarterback to handle. To this sequence is added a belly series, a power play, a counter, and a reverse.

How to stop this offense is the problem. It is essential for the defense to hold for no gain on the line of scrimmage or, if possible, inflict a slight loss on one down of the series. Unorthodox play such as stunting on defense, looping, chugging, lining up a yard back, and changing assignments as well as defenses can be employed.

The defense shown is one that has proven effective against teams which we felt possessed superior man power. It is an assigned man-for-man defense and on paper looks as if it might not

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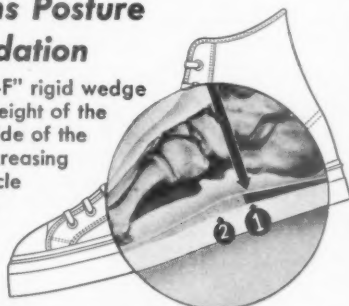
Look at the leg diagram. See how "P-F" puts the body weight on the outside of the normal foot and helps prevent tired, strained foot and leg muscles...helps your players go full speed longer...helps them play their best longer.



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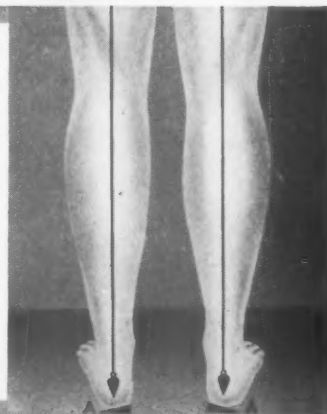
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X-RAY DIAGRAM ILLUSTRATES THE SCIENTIFIC PRINCIPLES OF "P-F"

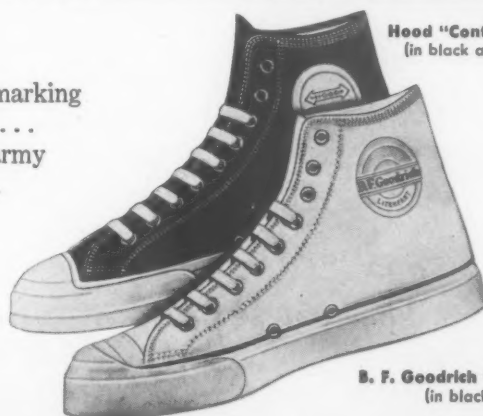
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of normal foot with aid of "P-F" rigid wedge ("A" at right) helps reduce fatigue and increase comfort.



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work. This defense can be set up on paper and since it is similar to most other defenses a scoring play can be drawn. Fortunately, we do not play many games on paper.

We must stop the dive play. If we can stop the dive play, then the offense has to keep, go wide, counter or use off-tackle power. We can stop these maneuvers if we stop the dive. Our defense against the split T offense is as follows:

The defensive center plays head-on to the offensive center. He is low, watches the offensive center's arm, and as it goes back he cracks him hard. He must establish this maneuver early. The quicker the player, the more effective it will be. This movement is mixed with the forearm shiver and chug, and the defensive maneuver of stepping back a yard and protecting himself for a play over center. The defensive center is constantly changing his tactics.

Linebacker No. 1 is stationed one and one-half yards back between the guard and the tackle. He watches the quarterback hand off, and if the halfback gets the ball he tackles him. The halfback is always his man. If the halfback does not get the ball, line-

backer No. 1 goes to the outside for the keep and pitch-out.

The No. 2 man or center linebacker is back about two yards. He always goes with the quarterback.

Number 6, the tackle, is stationed opposite the outside shoulder of the offensive tackle. He can either drive in low on the tackle or attempt to penetrate, by shivering the end, as deep as the offensive tackle's outside foot. If he makes the latter choice, then he harasses the quarterback.

The defensive end drives in and tackles the fullback every time. He does this regardless of the location of the ball.

If the quarterback keeps, the No. 1 man, No. 2 man, the safety man from the inside, and the halfback from the outside should form the reception committee. If the quarterback pitches out, the halfback plus the No. 1 and No. 2 men should engage the ball-carrier.

Counter plays are met by No. 5, No. 3, No. 2, and No. 7 on the weak side. The weak-side end starts in and then drops back for weak-side passes.

If the play starts to the weak side, the weak-side linemen follow the same pattern of assignments that the strong

side had to the right.

If this defense can be mixed with a 5-4-2 or a 4-5-2 it becomes most effective. However, we have used it for an entire game with marked success. The definite man-for-man assignment often confuses the offense and gives our boys a feeling of confidence. It is particularly effective against teams that rush their huddles or use the verbal calls from over the center.

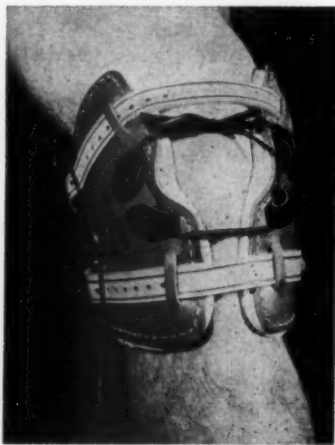
In addition, on occasions we place the defensive end back about one and one-half yards and instruct him to wait, without playing the quarterback or fullback. If the quarterback keeps, the end tackles him; if he pitches out, the halfback comes up on the outside and turns the wide man into the end. The end, by merely holding his ground, can become very tough.

Alternate this maneuver with the end crashing quickly down the line and cracking the quarterback. If the defense alternates constantly, the offense will change their blocking with the end blocking out and the fullback blocking a backer-up. A combination of these ideas, cleverly used during a game by boys who understand the theory, can help to confuse offensive blocking combinations.

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New Books

Safety Education, by A. E. Florio and G. T. Stafford. Published by McGraw Hill Book Co., 330 West 42nd St., New York 36, N. Y. Three hundred and twenty-seven pages. Price \$5.50. Publication date April 11. Received for review May. 3.

The purpose of the book is very adequately summed up in the following description taken from the jacket: "This text serves a threefold purpose in preparing teachers of safety education: First, it gives the prospective teacher up-to-date information on the safety needs of students, parents, and the community; second, it suggests the teaching principles and procedures that can be applied to meet these needs; and finally, it furnishes concrete material that can be utilized in the various areas of safety education."

Best Sports Stories of 1956, edited by Irving Marsh and Edward Ehre. Published by E. P. Dutton & Co., New York 10, N. Y. Three hundred and thirty-six pages. Price \$3.75. Publication date June 1. Received for review June 4.

Similar to the previous eleven volumes of this annual, this one is a collection of the best sports reporting and pictorial sport stories as selected by a panel of judges. In addition, thirty of the best sport photos of the year appear in the book. A third feature of this annual is a section listing the champions of all major athletic events.

Baseball for Young Champions, by Robert Antonacci and Jene Barr, foreword by Yogi Berra. Published by McGraw-Hill, 330 West 42nd St., New York 36, N. Y. One hundred and fifty-six pages. Price \$2.75. Publication date May, 1956. Received for review May 22.

Bob Antonacci is a professor of health education at Wayne University while Jene Barr is a noted author of books for children. They collaborated on this truly fine baseball guide. The book is illustrated with seventy-five action drawings by Rus Anderson, a

well-known book illustrator.

Antonacci supplied the technical knowledge and Miss Barr presented it, using a vocabulary and style readily understood by Little Leaguers.

Educational Competition, by Roy Bedichek. Published by the University of Texas Press, Austin, Texas. Five hundred and one pages. Price \$6.50. Publication date May 7, 1956. Received for review May 22.

Although the sub-title of this book is "The Story of the University Interscholastic League of Texas" it is far more than a history of the League. It is, in our opinion, the most complete discussion of competition as a force in the educational picture. Not only does the author vigorously defend competition in athletics, but he also defends it in writing, spelling, debate, and contests in the arts. Bedichek was a director of the League for thirty-five years and during that time he appeared on numerous lecture platforms and wrote many articles always strongly advocating competition.

If any coach needs ammunition to fire at a school administration or school board, this book is packed with it. We feel that this book is a major contribution to the educational thought of the country.

The Passing Game, by Ray Pelfrey and Steve Owens. Published by Wm. C. Brown Co., Dubuque, Iowa. One hundred and forty-four pages. Price \$3.25. Publication date Aug. 1. Received for review July 24.

Ray Pelfrey coaches at Murphy High School in Mobile, Alabama, and he had a long and successful professional career, playing under Steve Owens and later with the Packers. The authors designed the book not only for the experienced high school and college coach, but also for the new coach who is just entering the coaching ranks.

In order to give an idea of the type of material that is to be found within the covers of the book, we are listing some of the chapter titles: Selection of Patterns; Running the Hook and Sideline Pattern; The Z-Out Pattern

and Details of Its Execution; Execution of the Drag Pattern and The Right End Across Pattern; Linebackers, A Pass Defensive Weakness; The Play Pass and the Fast Toss Series; Passing Drills; Receiving Tips for the End; Analysis of the Passing Attack; Charting the Pass Offense; The Draw Play; Screen Passes; Pass Protection; Pass Defense; Defensive Halfback Play; The Original Umbrella Pass Defense; The "A" Formation; and a truly outstanding chapter, Quarterback Instructional Aids.

For a long time a detailed analysis of that all-important part of the game of football, the passing game, has been needed. This book fills that need admirably.

Hammer Throwing Statistics, by D. A. Batchelor, R. H. Greenleaf, and Clifford E. Larrabee. Published by Track and Field News, Los Altos, Calif. One hundred and forty pages. Received for review July 2.

This handbook is a compilation of data on performances in the hammer throw. Records in the event in colleges, prep schools, and AAU as well as outstanding performances are included.

Small Apparatus for Primary School Physical Education, by A. W. Willee. Published by Cambridge University Press, 32 E. 57th St., New York 22, N. Y. One hundred and thirty-seven pages. Price \$3.75. Publication date June 20. Received for review July 16.

The author is in the physical education department of the University of Melbourne, and it is largely through his efforts that small apparatus is so widely used in the primary physical education program in Australia.

First, the nature of small apparatus work and the means of incorporating it into the program are explained. Then the author describes nearly 300 examples of compensatory movements with small apparatus and 70 partner contests.

School Health Practice, by C. L. Anderson. Published by C. V. Mosby Co., St. Louis, Mo. Five hundred and sixty pages. Price \$4.75. Publication date May, 1956. Received for review June 22.

The author has taken material published previously on school health and has brought it up to date. Whereas much of the material may be regarded as new, it has been tried and has proved to be effective.

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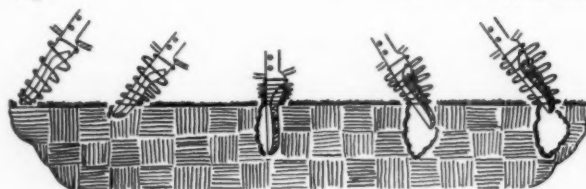
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the school nurse, but also for the teacher. It was prepared to help the teacher, the physical education instructor, and the coach to recognize numerous diseases. We feel that the physical education personnel is in a position to recognize illnesses more readily than are the teachers of academic courses and thus should have a knowledge of the various symptoms. This book presents the subject in a manner that is easy to understand.

Basketball Coaches Digest. Published by Huntington Laboratories, Huntington, Ind. Sixty-four pages. Price 50 cents—free to coaches. Publication date June 15. Received for review June 15.

Once again, Huntington Laboratories has come to the service of the basketball coaches of the country by compiling the best in basketball literature from the various coaching magazines. More than half of the articles were taken from the *Athletic Journal*. The *Journal* led all other publications by a considerable margin in this regard. Phil Woolpert, Cliff Wells, Jack Nagle, "Slats" Gill, John Wooden, Eddie Hickey, Ev Shelton, and Adolph Rupp are a few of the authors whose writings appear in this year's *Digest*.

Personal and Community Health, by E. E. Turner. Published by C. V. Mosby Co., St. Louis, Mo. Six hundred and sixty pages. Price \$4.75. Publication date May, 1956. Received for review June 25.

We think we can safely say that this is the foremost text on the subject concerned. The book was published in 1925 and since then there have been nine subsequent editions. This tenth edition presents recent findings. The book is designed for college-level students and the new edition reflects the continued teaching experience of the author and of many other teachers.

The Sport of Judo, by Kiyoshi Kobayashi and Harold Sharp. Published by Charles E. Tuttle Co., Rutland, Vt. One hundred and four large-size pages. Price \$2.50. Received for review July 10.

By means of almost 300 illustrations the authors describe the various movements which make up judo as it is practiced today.

Sports Injuries Manual, by Donald F. Featherstone. Published by Philosophical Library, 15 E. 40th St., New York 16, N. Y. One hundred and

thirty-two pages. Price \$6.00. Received for review July 17.

Written by one of Britain's leading authorities on athletic injuries, this book quite naturally gives an insight into British training methods. The book is primarily designed for the coach who is not medically qualified. In addition to the prevention and treatment of injuries, attention is directed to the psychological factors involved in dealing with athletes.

Handbook of Private Schools. Published by Porter Sargent, 11 Beacon St., Boston 8, Mass. Twelve hundred and thirty-two pages. Price \$8.00. Publication date July 9. Received for review July 9.

The thirty-seventh edition of this handbook lists over 2,000 private schools, ranging from primary through secondary age levels. It also includes articles by leading educators on various phases of education.

Olympic Handbook, edited by D. H. Potts and R. L. Quercetani. Published by Track and Field News, Los Altos, Calif. One hundred and twenty-eight pages. Price \$1.50. Received for review July 27.

An ardent follower of track and field will find this compilation of leading performances of interest. The book contains listings of world records, world's best performances, and results of previous Olympic Games.

Umbrella Defenses, by Jack Mitchell and Bernie Taylor. Published by Wm. C. Brown Co., Dubuque, Iowa. One hundred and twenty pages. Price \$2.50. Publication date Aug. 1. Received for review Aug. 1.

Football has become such a complicated game that it is no longer possible to cram all of the material concerning it into one book. The authors of this book, Jack Mitchell and Bernie Taylor, realized this problem and solved it by taking just one phase of the game.

They selected a subject on which very little has been written. The subject is umbrella defenses and they really cover it as witness the following chapter headings: Seventy-Seven Umbrella; Seventy-Six Umbrella; Five-Four Umbrella; Sixty-Six Umbrella; Variations of the Umbrella Defenses; Umbrella Pass Defense; Defending the Spread Formation; Umbrella Defense vs. the Single Wing;

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and Umbrella As a Goal Line Defense. In addition, the authors discuss defensive strategy and include defensive drills.

This book is illustrated with four series of action pictures plus 116 diagrams. We predict that it will rank with the most popular football books of all time.

Fundamentals of the T Formation, by Jim Bonder. In preparation. Will be published by Wm. C. Brown Co. Number of pages and price not yet determined. To be published Sept. 15. Reviewed from galleys.

A few years ago Jim Bonder prepared a book entitled *Fundamental Line Drills for Line Skills*. His other book proved to be so popular that this volume was a logical successor. This new text follows the approach of its predecessor, that of a teacher-student relationship. In the preface the author says, "Good coaching is nothing more than good teaching merely transferred from the classroom to the football field, in fact, the two are synonymous."

Following this line of approach the chapters are written in the sequence of order dictated by step-by-step progression. As a last step, the fundamentals and drills for the line and the backfield are combined into an offense.

There are 23 chapters and nearly 400 illustrations in this comprehensive book. This is an excellent book written by a real student of the game.

NEW FILMS

Baseball Rules and Officiating — series of six film strips. Produced by Teaching Aids Service, 31 Union Square West, New York 3, N. Y. Price \$25.00.

The film strips employ the cartoon style and were made under the direction of George Barr, major league umpire, and C. O. Brown, president of the American Amateur Baseball Congress.

Softball Rules for Boys — series of six film strips. Produced by Teaching Aids Service, 31 Union Square West, New York 3, N. Y. Price \$25.00.

Likewise done in cartoon style, these film strips are in color. George Dickstein, rules interpreter for the International Joint Rules Committee on Softball, served as consultant.



For further information see Service Coupon, page 100



FEATURED in the new "Tatum Pushback" are extra handles which are strategically placed to enable a player to hold the dummy for longer periods of time without tiring. The pocket hand guards plus regular loop handles to the rear provide new versatility. A player can hold the dummy by placing his hands in the glove guards, by the hand grip to the rear handles or by the forearm grip. The curved design fits the contour of the defensive man. Marty Gilman, Gilman, Conn.

ONE outstanding feature of this new floodlight is the faceted rear reflector which combines with the front reflector to provide higher maximum candlepower. The "L-69A" is constructed to allow for the selection of any one of three beam spreads. The newly designed socket makes possible a free circulation of air, thereby lessening the amount of heat conduction to the terminals. A 12-page bulletin, GEA-6435, describing the floodlight in detail is available from the General Electric Co., Schenectady 5, N. Y.

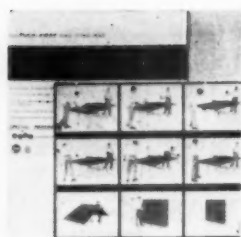


THE "E610" helmet features a new streamlined shape with better fitting one-piece molded shell patented crown suspension and beam pad cushioning. In addition, the use of "Absorblo" padding has been increased, thus affording protection against shock from any angle. The helmet is padded and leather bound at the forehead and neck, and has an adjustable snap-on leather chin strap with padded ventilated chin cup. The MacGregor Co., 4861 Spring Grove Ave., Cincinnati 32, Ohio.

SO popular has trampolining become, that this model has been designed for children from 2 to 10 years of age. Called the "Thumper," it is made with an all-nylon bed and has an all-welded steel tubing frame. The legs are rubber-shod to prevent marring the floor. It measures 5' x 6'8" and stands 24" off the floor. The entire trampoline can be easily and quickly folded for out-of-the-way storage. Nissen Trampoline Co., Cedar Rapids, Iowa.



"ARMOFOAM" is a new plastic that is being used for padding in gymnasiums. It has no odor, is flame-resistant, and temperatures up to 160° do not affect its characteristics. It resists solvents, abrasion, vermin, sliding, and fabric creep. Tests have shown that after 250,000 compressions there is no change in thickness. It is hard to tear and actually increases in strength with age. The manufacturers have agreed to send a sample to all requesting one. Armour & Co., Alliance, Ohio.



PICTURED is the new brochure which describes the "Tuck-Away" table tennis court. Pictures of the table, closed and in playing position, are supplemented by explanatory material. The table affords maximum flexibility in making quick room changes and its portability makes it an excellent auxiliary table for special occasions. The table may be stored in an area of $16\frac{1}{4}'' \times 60''$ and is backed by a 10-year written guarantee. Sico Mfg. Co., 5215 Eden Ave., So., Minneapolis 24, Minn.

VIBRATORY action is produced in this new shower-head by means of a two-section, fan-shaped blade. The blade chops the straight flow of water into elongated jets which knead the flesh and muscles at the rate of 70 vibrations a second with a firm but gentle pelting sensation. The effect is said to be the same as that produced by a rub-down. "Vibra-Shower" is easily installed on any standard size shower arm. Reglar Co., 650 South Grand Ave., Los Angeles 14, Calif.



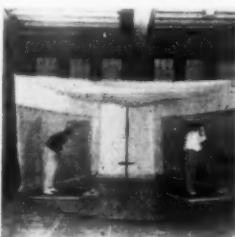
DEVELOPED by Coach Paul Stark of Shaker Heights High School, these floats provide a new method of marking swimming pool lanes. The plastic floats are strung on a stainless steel cable and are used in a solid, continuous line for the full length of the pool. Six feet from each end of the pool buoys of a second color are used to inform the swimmer how far he is from the wall. By using a continuous line of buoys, turbulence is kept down to a remarkable degree. Ocean Pool Supply Co., 866 Sixth Ave., New York 1, N. Y.

OF interest to all owners of Nevco "Model MT-182" scoreboards is the fact that it is possible to interchange the present foul panel with the new panels which show both fouls and points. Pictured is "Model MT-182-PTF," showing the new panels. Nevco Scoreboard Co., Greenville, Ill.



OCCUPYING only two square feet of floor space at its base, and standing just four and one-half feet high, the "Centri-Mite Diatomaceous Earth Filter" has ten square feet of 100 per cent filtering area. This filter is large enough for a 20 x 40 foot pool. In addition to its compactness, other advantages are the accessibility and general simplicity of cleaning the filter element. Illustrated literature is available from Swinquip, Inc., 3301 Gilman Rd., El Monte, Calif.

SPECIALLY designed for both right and left-handed players, the "Pak-A-Way" Golf Driving Range can be set up for use in less than two minutes by one person. It includes net, backstop, and driving platforms with built-in rubber tees and brush mat. The player opening is 20 feet wide, thus permitting two persons to use the range at one time. The height is 11 feet. No part of the assembly will mar the surface of the floor. Berlin Chapman Co., Berlin, Wisc.



Conditioning

(Continued from page 7)

WARREN GIESE played under Jim Tatum at Jacksonville Naval Air Base, and after the war followed Tatum to Oklahoma. He joined the staff at Maryland in 1948 and in collaboration with Jim Tatum wrote the popular text, "Coaching Football and the T Formation." When Rex Enright retired from coaching this past spring, Giese was selected as his successor.

as the salt level of the body is lowered. When a player is fatigued, his activity is reduced and the various muscle groups do not receive as much strength-building use. If condition is improved by activity, then any situation which limits activity during practice should be remedied.

In Season

Once the season begins, the problem arises of maintaining the physical condition which was developed during early season practice. Practice time is usually limited and careful planning is necessary in order to pack enough meaningful activity into each afternoon drill. Here again, it should be emphasized that drills which teach football skills may be designed with built-in conditioning factors. For example, quarterbacks and ends could practice passing and receiving merely by standing ten yards apart and throwing the ball back and forth. However, by asking the ends to run through pass patterns, and the quarterbacks to carry out passing maneuvers, the drill takes on real value and a conditioning factor is introduced. Earlier in this article an example was given of using a signal drill, rather than wind sprints, as a much more meaningful activity. The signal drill not only accomplishes the objective of conditioning, but also allows the players to practice stance, getting off with the count, lining up on the ball, and other assorted maneuvers.

Once the season begins, our weekly routine consists of four practice sessions. Our schedule includes a light workout Monday, heavy sessions Tuesday and Wednesday, a moderate drill on Thursday, and a blackboard drill substitutes for the Friday workout. This schedule may not prove practical for high school use where more on-the-

field teaching must take place. However, the idea of a complete rest or a very light workout the day before the game has merit and is worthy of consideration.

Diet

The second important area involved in conditioning an athlete is proper diet. It is not unusual for athletes to show a great deal of interest in a training diet in an attempt to win a place on the team. If interest in a proper training diet is not spontaneous, the coach should set aside an hour during early season practice to explain the value of a balanced diet and how diet is a contributing factor to overall efficiency.

Perhaps the best chance of controlling the diet of high school athletes is through a direct approach to their parents. Most proud fathers and mothers will go to great lengths to see that their son has every possible chance to make the team. This appeal can be made in an adequate manner by inviting all parents to a group meeting and explaining the aims and objectives of the recommended program. Should a group meeting prove impractical, a letter to each family will have to suffice, although this method is not as satisfactory.

Ideas concerning the proper diet for an athlete vary considerably. Certainly the passage of time has seen a great change. Around 1900, W. W. Morgan was considered one of the leading conditioners of athletes in America. Here are some excerpts from his rules of training:

1. "Take a black draught every evening. Black draught is a very active and nasty tasting cathartic.
2. "In the morning when you first get up, take a drink of hard cider or sherry and egg. Then take a sponge bath and rub with a coarse towel.
3. "For breakfast eat a beefsteak cooked rare and stale bread. Use no milk, sugar, butter or potatoes except an ounce per week.
4. "For dinner eat rare roast beef and stale bread. No potatoes or vegetables of any kind with this meal.
5. "For supper eat a lean steak or mutton chop without fat. Eat no pies or pastry of any kind.
6. "Drink sparingly of water.
7. "Do not eat beans or vegetables of any kind except an occasional raw onion.
8. "If you feel weak in the morning, it comes from bathing. Do not bathe for a few days."

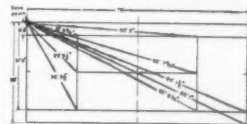
The last recommendation must have made the 1900 counterparts of our present-day deodorants fast-selling

THE steel components in this new portable steel grandstand are connected by spring loaded pins that make speedy erection in the field possible without tools of any kind. All hardware is zinc or cadmium plated, and all load carrying members are mounted on treated wooden skids to keep metal parts off the ground and to distribute weight evenly over soft ground. Leavitt Products Co., Urbana, Ill.



THE new Seamless catalog contains several new items in the Seamless line, including the "591-X5 Football." The ball has no laces, but raised ribs are spaced uniformly from tip to tip. Also included in the catalog is "Pro-Cap" athletic tape which has been selected for use by the U. S. Olympic teams. The tape comes on a spool with assorted cuts of 1", 1½", and 2" and is specially treated to minimize irritation and itching. Seamless Rubber Co., New Haven 3, Conn.

ONE of the most remarkably useful products for athletic departments is "Scotch" brand pressure sensitive tape. A new fold-out manual explains how sports equipment can be protected, repaired, and reinforced with a careful wrap of tape. Also, because it is available in eight colors, it is used to identify equipment and its use in this regard is explained. The manual also contains patterns and dimensions for six indoor sports courts which can be marked out on gymnasium floors with plastic tape. Manual is free. Minnesota Mining and Manufacturing, Dept. L6-201, St. Paul 6, Minn.



PICTURED is an instruction sheet which describes the proper method of laying out a tennis court. By using the dimensions printed on the sheet it is possible to check the distance to 13 key points from one corner of the court. With the exception of the sideline and baseline, all of the measurements are hypotenuses of triangles. The chart is free from Evans Rule Co., 400 Trumbull St., Elizabeth, N. J.

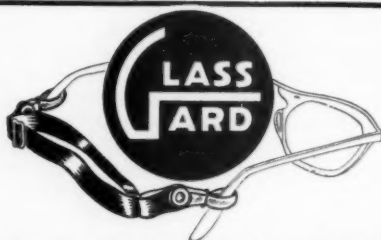
THE new gymnasium for the Westover School in Stamford, Connecticut, makes use of the "Alsynite" panels to provide inside daylight. These panels provide soft, diffused illumination to prevent eyestrain. They are shatterproof and require a minimum of maintenance. The panels are translucent fiberglass and have a special "Chemiglazed" surfacing to provide for longer wear and lasting beauty. Descriptive literature is available from Alsynite Company of America, San Diego, Calif.



THOSE who are faced with the problem of repainting basketball floors in the states incorporating the 18-foot lane this year will find "TM-4 Wash-Away Paint Remover" the answer when it comes to removing old lines. It is applied with a brush and allowed to set for a few minutes. The paint is then washed off, down to the bare wood, with a wet cloth. No scraping, burning or sandpapering is required. This was the remover selected for the restoration of Independence Hall in Philadelphia. It is sold at paint and hardware stores. Winfield Brooks Co., Woburn, Mass.



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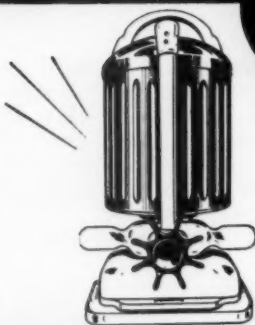
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The intelligent recommendation of a diet for the training season requires a general understanding of the principles of nutrition. Food is eaten to supply energy for any activities in which a person may participate, to supply material for the building and repair of body tissue, and to supply minerals and vitamins which are necessary for the maintenance of vital body functions and good health.

Three meals a day are a must in a training diet. Breakfast and dinner should be the two heavy meals with a light lunch in between. The light lunch is best composed of easily digested foods so there will be no disturbance when violent physical activity takes place during afternoon practice.

Following is a sample menu which lists only general areas from which foods should be selected. Recommendation of this type of diet usually is given a favorable response by mothers who find it easy to follow when planning meals.

BREAKFAST

A glass of fruit juice and/or some whole fruit.

A bowl of cereal.

Eggs and/or ham or bacon.

Toast.

Milk.

LUNCH

Soup.

Fresh vegetable salad.

Fresh fruit.

Beverage.

DINNER

Meat, fish or fowl.

Cooked vegetables.

Fresh vegetables.

Dessert.

Milk.

The evening meal should not be eaten until at least 45 minutes after the end of strenuous physical exertion. Physiologists say that even after activity the blood supply to the muscles remains far above normal. The body acts in this manner in order to remove the accumulated waste products, and to supply additional nourishment to the muscle cells.

Just as skeletal muscles demand an increased blood supply during exertion, so must the digestive organs receive an enriched amount of blood which aids in the manufacturing of digestive juices at meal time. If food is eaten before the blood supply to the skeletal muscles decreases, there may be an insufficient amount furnished to the stomach to promote good digestive functions. Indigestion and eventual loss of appetite often are the end result of this poor dietary practice.

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Just as eating too quickly following strenuous exercise often presents a problem, playing too soon after eating causes a reverse situation. Most authorities agree that at least two hours should elapse between the intake of solid food and athletic participation. Before a game, this time interval should be increased to four hours to insure that the stomach will be emptied of its contents prior to the opening whistle.

The question of how to lose weight comes up during any discussion of diet and its effect upon good physical condition. Some coaches may still be heard making statements similar to, "I'm going to run Dick Anderson until he loses some of that excess weight." This mistaken idea of exercising to reduce results in much wasted time. In order to realize fully how ineffectual exercise is as a reducing agent, study the following table. One pound of fat is equal to approximately 4,000 calories.

Activity	Approximate Calories Used Per Hour	Approximate Time Needed to Use 1 Lb. of Fat
Walking, average pace	250	16 hours
Running, half speed	850	5 hours
Swimming at moderate speed	400	10 hours
Dancing	200	20 hours
Rowing	400	10 hours
Skating	500	8 hours
Bicycling	250	16 hours

Good Health Habits

The third area of conditioning involves what is frequently referred to as training rules. No drinking, no smoking, and plenty of sleep are regulations which are laid down by all coaches but often are not observed by all players. Training rules which tend to improve health habits should not be given to players without an intelligent explanation *why* each rule should be observed.

No one training rule is violated more than the *no smoking* edict. This is not difficult to understand when we consider the amount of paper, radio, and television advertising with famous professional athletes lending their names to promote sales. Also, the fact that there are no apparent ill-effects, after the first few cigarettes, tends to minimize the importance of breaking this rule to most boys. A clever presentation of why not to smoke can do much to impress young athletes with the hidden and harmful effects smoking has upon the body. It goes without saying the coach's case is considerably strengthened if he is not a *cigarette slave* and if he can be an example to his boys.



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Two vital organs affected by smoking are the heart and the stomach. Tests conducted by the *Sports College* showed that the heart beat of a smoking athlete declined from 94 beats per minute, to 76 per minute just one week after he stopped smoking. Two weeks later his heart beat was down to 68 beats per minute. Ten days after the athlete resumed smoking his heart beat shot up to 90. Medical opinion tends to support the results of this test.

The alcoholic beverage problem is not a serious deterrent in the conditioning of most football teams. Those players who venture to use alcohol

are quickly introduced to its obvious effects, after-effects, and find that drinking is not as glamorous as it is pictured in the movies.

An adequate amount of sleep is necessary if athletes expect to reach a peak of physical condition. Sleep is vital to good health because during the sleeping hours the body repairs tissue, renews muscular strength, and carries away waste products formed during the activity of the day. The nervous system gets a much needed rest during this time, something it cannot do during the waking hours. Growing athletes should get nine or ten hours of sleep each night.

During the first few weeks of early season practice the problem of boils, pimples, and skin infections often becomes acute. The two chief causes are poor personal habits of cleanliness, and faulty elimination. Simple cases are often cleared up by cleansing the affected area several times a day, cutting down on sweets, and correcting poor habits of elimination. Constipation is often caused by the great loss of fluids from the body during two-a-day practices. More intake of fluids, fruits, and vegetables along with an occasional mild laxative will usually correct the problem.

Finally, squad members who develop the habit of checking and recording their weight throughout the season may be of considerable help to the coach. Checking the squad weight chart is one of the best methods of determining condition. Players who maintain their weight after two or three weeks of early season practice are in little danger of being overtrained, or of becoming stale. Continued loss of weight during the season, except in cases where the player was grossly overweight when he reported, is a sign the boy needs watching.

Proper Mental Orientation

A well-conditioned mind in a well-conditioned body is an unbeatable combination. The proper mental attitude just does not appear; rather, it is something that is planned, developed, and nurtured to a point where it becomes an asset ready to play an important part in the boy's overall personality. Perhaps the most important factor in developing a proper mental attitude is getting the players to accept discipline in various forms. Discipline learned on a practice field will carry over and produce discipline under stress in a game. This quality is not taught in big chunks, but rather through strict adherence to form in countless situations over a long period of time. Reporting to practice on time, general good conduct, following instructions, observing training rules, doing pre-practice calisthenics, and many other everyday events are ideally suited for the development of discipline. Failure to use these opportunities as teaching situations is a serious oversight.

Winning football teams are usually made up of a group of boys who love to play together. Their singleness of purpose engenders the team spirit and morale which always characterizes a winner. Nothing can destroy this team spirit and morale more quickly than the formation of cliques among the

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players. Coaches should remain alert throughout the season for any sign of pouting or dissatisfaction. If a conference with the boy does not straighten out the situation, serious consideration should be given to dropping him from the squad. Removal of the *rotten apple* usually saves the rest of the barrel a great deal of trouble.

The value of an emotional appeal to football players just prior to game time is an old trick that is used by many coaches. Certainly, there is a place and time for this method of arousing a team to unprecedented effort. However, it should not be used for a steady diet. Its value decreases with repeated use until the old *pep talk* is regarded by the players as something to be expected before every game.

Properly conditioned players who have a good mental attitude do not need a psychological lift to do their best. If, throughout the season, a coach has instilled character, love of the game, and sportsmanlike qualities into his team, these attributes will help insure maximum effort by his boys. Hysterical ranting and raving by the coach in an all-out emotional appeal often will do more to upset a squad than to ready it for a game.

Remember, a good coach is also a good teacher. The good coach pays attention to details and sees that no stone is left unturned in the preparation of his team. The mediocre coach overlooks these details and his team is usually found *wanting* when the going gets tough.

Most close ball games are won by the best conditioned team.

Athletic Trainer

(Continued from page 18)

and McCoey High School, both of Hannibal, Missouri, have fielded athletic teams with a high degree of mental peace-of-mind because of the efforts of Dr. E. R. Porter, of that city, to train a man in both schools to be a good athletic trainer.

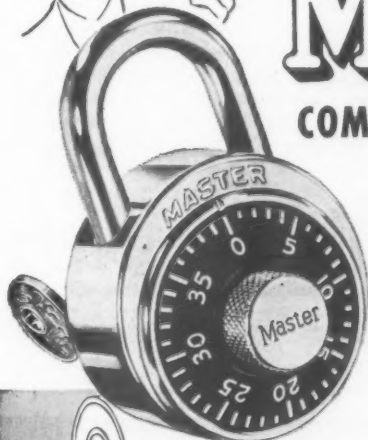
Probably one of the highest tributes ever paid to a high school trainer occurred this year in California where during a religious service one Sunday in a Delano, California, church, the minister had Gus Metz, trainer for the Delano, California, Joint Union High School, stand to be recognized as the fellow who wears a white uniform at our athletic contests and takes care of our boys' injuries. The minister continued by pointing out what an excellent job Gus had been doing and closed by



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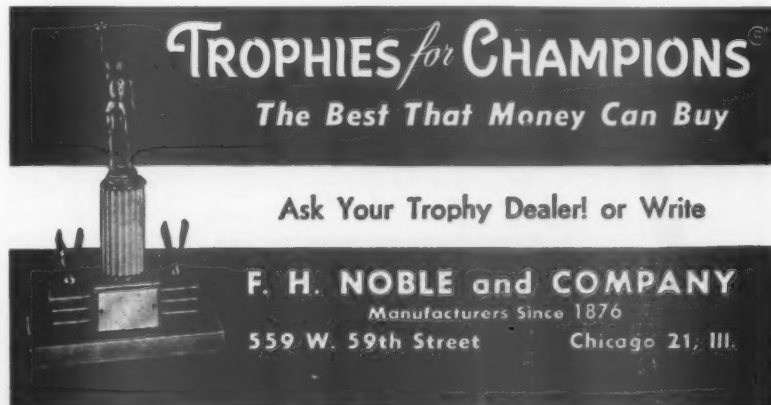
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mentioning that the parents of Delano's schoolboy athletes were confident that the care provided by the school was just as good as could be provided in the home itself. This humble tribute received nation-wide publicity.

Far-sighted school board members of some of the nation's larger high schools have recognized and honored the proposition that nothing in school life today exerts a greater influence for good or evil than athletics. Rightly guided, controlled, and supervised, properly administrated athletics develop many of the finest qualities that a high school student can possess. However, left to run riot, unsupervised, and improperly administrated, athletics become a most potent force of evil.

High school administrators know that it is never safe to be complacent about any policy or practice in any department of high school life. All must be subject to constant scrutiny if the high school is to maintain its position as a leader in the educational field. At no time in the history of American education has the high school been subjected to more analysis than it has in the past few years.

Any activity worth its salt has an

element of injury, but we do not have to resort to the sophistry of Mark Twain to justify high school football and basketball. Twain once wrote, "laying in beds is very dangerous, because so many persons die in them." But when one looks at insurance reports on accidents in the American kitchen that are sustained by the American housewife each year, the

game of football appears to be as safe as the front pew of a church. However, the prevention of athletic injuries is not a justifiable comparison to kitchen accidents or hot-rod entanglements. To lower the accident rate in interscholastic athletics, to prevent serious accidents with scientific tape application, and to apply the lat-

(Continued on page 97)

Fullback Series

(Continued from page 16)

before going for his block to bring the defensive left end in. It is important that the fullback continue to act as if he has the ball after he has handed it off to the quarterback. The quarterback should act as if he still has the ball and is carrying it off-tackle after he has made his lateral pitch. Diagram 4 shows the deceptive sweep. We call it the *direct pass to the fullback, left half eight*. The movements of the backs are shown in picture Series A.

After the defense has seen the pitch-out to the left halfback a few times, usually there is a fine opening for the quarterback to keep the ball and

carry it off-tackle for the play that we call our *direct pass to the fullback, quarterback six*. The quarterback should make certain not to start his ball-carrying until he has completed his fake pitch to the left halfback. This play is shown in Diagram 5.

Trap Play

There are many opportunities for the trap play to meet with fine success out of this series. The fullback and quarterback must fake well on this play. The left halfback must act as though he is carrying the ball after receiving a fake pitch-out from the



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quarterback. We have always made it a point to trap the man who is playing nearest our tackle. If there should be a man playing on the nose of the right guard, the fullback would have to slice a bit to his right just as he passes the quarterback. The movements of the backs are shown in picture Series B. The play is shown in Diagram 6 and we call it *direct pass to the fullback, trap*.

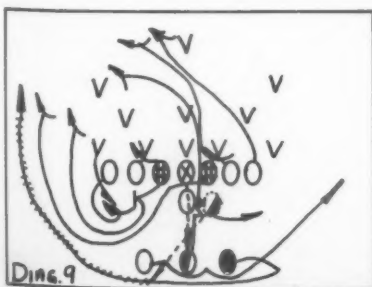
Any good series needs some sharp counter plays. In this series it is logical to bring the right halfback to his left to carry out these good counter plays, while the left halfback carries out a deep counter to his left. The deception of this counter play by the left halfback is increased because it fits into the end-around patterns. Diagram 7 shows the play, *direct pass to the fullback, right*.

Half one is a short counter play. The right halfback should take a good hard step to his right with his right foot and make a hard head and shoulder fake at the same time. He drives to take the ball from the quarterback just as the quarterback has completed his motion of faking to pitch the ball out to the left halfback who is swinging to the right.

Diagram 8 shows the counter play striking back over the ground occupied by the offensive left end. This play is called *direct pass to the fullback, right half five*. The movements of the backs are shown in picture Series C.

The deep counter with the right halfback carrying around the defensive right end is shown in Diagram 9. We call this play *direct pass to the fullback, right half seven*. It is important that the right halfback take two steps to his right and pivot sharply to swing back deep behind the left halfback. The pitch-out from the quarterback should come as the right halfback is behind the ground over which his left tackle was standing. Notice the hook block that the offensive left end is asked to make. The guards should delay one full count.

Just as any well-balanced series should make use of counter plays, it



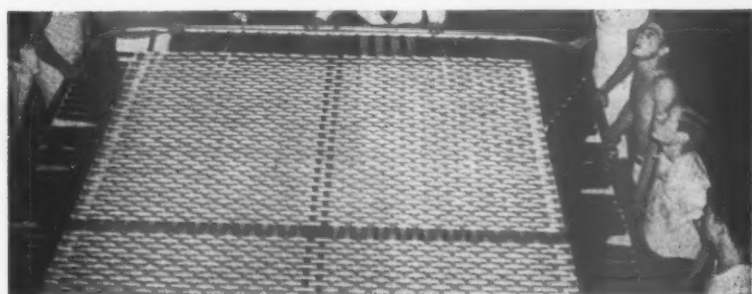


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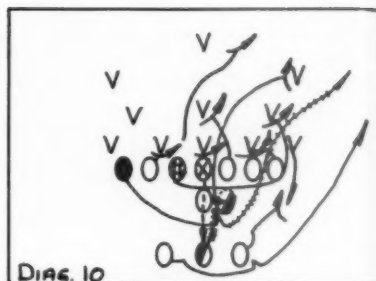
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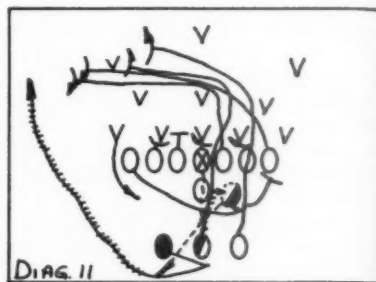
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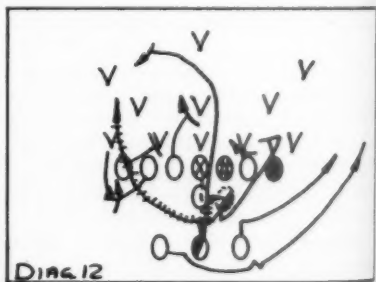
DIAG. 10



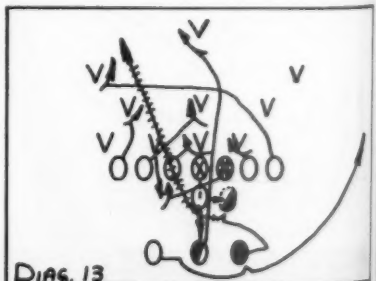
DIAG. 11

should also make use of fine end-around plays. The play, *direct pass to the fullback, end around six*, is one of the best end-around plays we have ever known. It is shown in Diagram 10. The play must be timed so that the left end takes the ball from the quarterback just as the motion which fakes a lateral to the left halfback is completed.

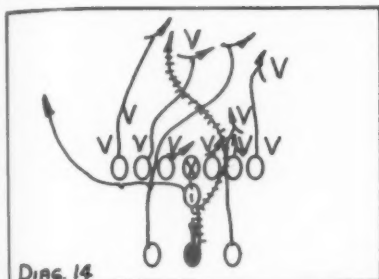
By faking to the left end-around, the fourth counter play in the series can be incorporated as shown in Diagram 11. Once the defense is conscious of the left end-around play, this counter with the left halfback carrying back to his left can be a strong



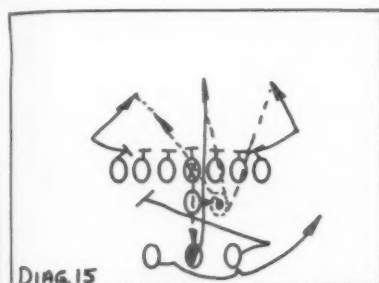
DIAG. 12



DIAG. 13



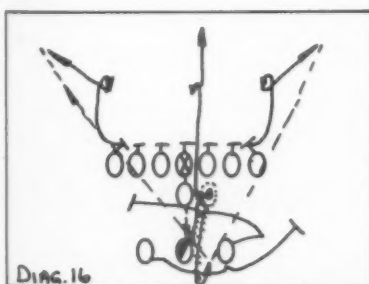
DIAG. 14



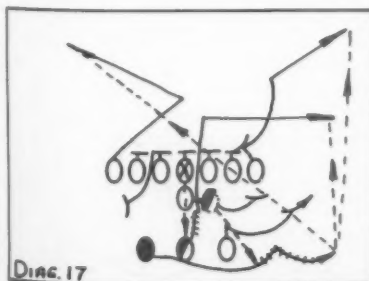
DIAG. 15

scoring threat. It is not too difficult to get outside the defensive right end without blocking him. The left halfback must take four steps to his right and then pivot sharply. He must make certain that he has adequate depth to get outside the defensive end. The quarterback must know what type of lateral he will pitch to the left halfback because the defensive right end may often be in a position to cause trouble with the lateral. This pattern has been one of Michigan's favorites for quite some time. We call this play *direct pass to the fullback, left half seven, counter*.

The right end may be used on an



DIAG. 16



DIAG. 17



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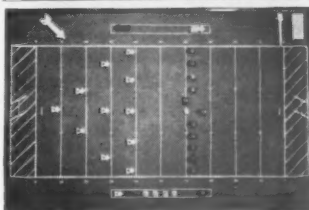
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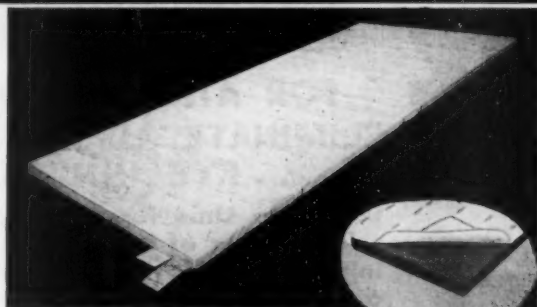
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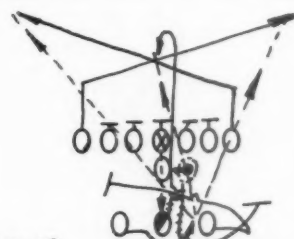
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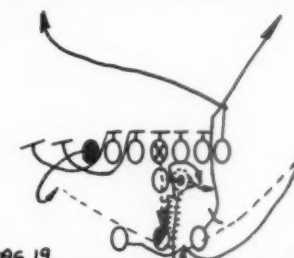
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DiAG. 18



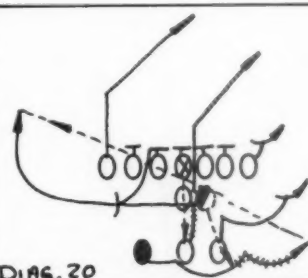
DiAG. 19

end-around play, carrying over the ground occupied by his own left end. This play is shown in Diagram 12. We call it *direct pass to the fullback, right end around, five*.

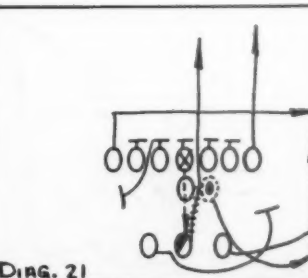
A second trap play can be included in the series by trapping the defensive man who is playing nearest the offensive left tackle. We call this play *direct pass to the fullback, right half trap*. It is shown in Diagram 13.

A powerful play from the series is shown in Diagram 14. This play is called *direct pass to the fullback, four*. Notice that the right halfback leads this play.

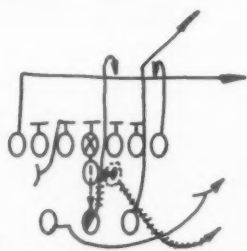
To round out the balanced series



DiAG. 20



DiAG. 21



DIAG. 22

we have diagrammed several effective passes (Diagrams 15-22). The coach who uses this direct pass to the full-back series along with his T formation attack will have a real multiple offense going. If any coaches make use of this series during the 1956 season, we would appreciate hearing just how it worked out.

Football Captain

(Continued from page 36)

tory of the opponent unless the scrimmage gain has been negligible. Refuse all penalties when possession of the ball is gained by letting the down count.

Penalties During Kicks. Regarding penalties during kicks for the kicking team, the captain should keep in mind whether the kick put the opponents in the hole. If it did, he refuses the penalty. If the kick was poor, he takes the penalty. He considers whether taking the penalty will give his team first down or a sure chance to pick up a first down. The captain of the receiving team should have the opponents kick again, if the kick was a good one, or if they gained possession of the ball through a fumble.

Other Decisions. When his own team scores a touchdown, the captain should make sure to decline a penalty against his opponent. Actually, the declination is automatic, but in the heat of a game an official may forget.

About the only instances where the 15-yard penalty is refused are when the team has scored on the play, has made more than 15 yards on the play, or when the opponents have to give up the ball.

The captain has to consider not only the distance that the other team is being penalized, but also whether or not the opponent also loses the down. Violations that bring down and distance penalties are an illegal forward pass and forward pass interference by the offense. The captain should also know that forward pass interference by the defense gives the offense an automatic first down.

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Rating Sheet

(Continued from page 54)

coach's will receive an unsatisfactory mark on this item. An example might be the case of a back who does not carry out his fake as completely as he should because he feels that it is unnecessary to expend the energy when he is not carrying the ball.

Teamwork and attitude, while very similar, should be treated as separate entities. A player's desire to place the team's welfare above any personal ambition is of paramount importance. His overall attitude towards hard work, the receiving and following of instructions, and the desire to do more than the minimum expected for his position are quite often the combination which brings out that extra effort in a tight game that spells victory. Good marks under these items will give the coach a ready reference sheet with which to spot the boys on whom he can count when the going gets rough.

Coaches may wish to include or substitute other items on this chart. They certainly will want to employ their own marking system which will make the most sense to them. A suggestion might be that a system similar to the markings on the player's academic reports be used. The boys are familiar with these markings and probably will understand them more easily. It is essential that both players and coaches understand clearly the rating method which is used.

We are planning to use this system during the coming season for a two-fold purpose. It is our hope that it will be a means of maintaining high morale and of increasing efficiency in the basic football skills. We believe it will give a clear picture to the parent whose boy is not in the starting line-up. When that parent feels the coach's selection methods have not given the player in question the fullest chance to win his position, this chart can be of considerable help in clarifying the situation. Above all, we hope this chart will be a means of teaching a valuable lesson to our players; namely, that success for the group depends on fine performance of the individual who is working for the group above self.

Six-Man Football MAGAZINE

WRITE FOR SPECIAL OFFER

C. J. O'CONNOR

1012 BREVARD ST. BALTIMORE 1, MD.

Athletic Trainer

(Continued from page 90)

est instruments of medical science to an injury's cure is the new philosophy of high school administrators; hence, we find the growing respect for, and the addition of the athletic trainer to, the coaching staffs of large high schools throughout the nation.

The prevention of injury has not always been foremost in the minds of those sponsoring athletic contests. In his report on body culture, based upon Pestalozzian Principles, de Laspees brought out that the ancients welcomed injury in athletic competition and were delighted when an injury occurred. The passing of time has removed the attitude of calloused indifference in athletics. But an attitude of such indifference cannot be mitigated by a last-minute switch to comprehensive athletic training procedures after a serious series of injuries has hit a high school's program. Once in a while educators are all too satisfied, lazy, soft, and even gratified with superficialities — the magnificence of buildings, the multiplicity of courses, the number of students — and have been unwilling to accept or face the truth that education by American philosophy is or should be child centered.

If it is true that sound education is as important for the welfare of this country as we say it is, if it is true that high school athletics are the tremendous force for good in the education of our youth we so often say they are, people engaged in education, who have the privilege of dealing with youth directly on the field of athletics or less directly in helping shape and guide athletic policies, are really in the position of trustees — trustees of health. It is the duty of educators to see that nothing they do (or fail to do) shall undermine the integrity of their high schools. It is their responsibility to pass on the tradition of amateur sport not only undefiled by their hands, but refined of any dross that may become attached to it.

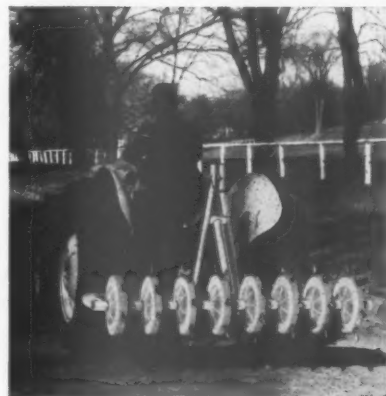
Many critics of athletics have criticized athletics because of a lack of research relative to athletic injuries, but intelligent and patient research will reveal that thorough research in athletics and anatomical and physiological conclusions have been going on since the year 1829. At that time John E. Morgan began his studies called *Oxford University Oars*. This study was an attempt to relate longevity to athletic participation. Since

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that time hundreds of short and long-period studies have been written on the subject of athletic injuries. These studies led to the development of amazingly successful tape procedures, protective devices for athletics, and potent physical therapy procedures that hasten tissue repair and keep risks to a minimum.

However, like the army unit that needs jacking-up now and then, once in a while athletics have fallen into a state of lethargy concerning injury. During the season of 1931, fifty young men in the United States were killed on football fields. The game was attacked by the press and by reformers, and defended and extolled by those immediately concerned. Public hysteria was rampant. From that time to the present day, serious injuries have been on the wane, and without a doubt one of the chief contributors to athletic safety has been the development of athletic trainers since the end of World War II.

Many young physical education graduates today are hired as high school teachers of the academic subject in their minor fields and instead of being an assistant coach, they perform their athletic duties as a thor-

oughly attentive trainer. They take a tremendous load off the mind of the coach and leave him time to coach without the interference of taking care of bumps and bruises and more serious tissue injuries. Since all injuries in athletics demand immediate attention, we can readily see the ef-

JOE DOLAN graduated from Purdue and holds a doctor's degree from the University of North Dakota. Before assuming his present duties he taught at Purdue, Wyoming, and Xavier of New Orleans. Dolan is chairman of the athletic training section of the AAHPER and author of the new textbook, "Athletic Injuries, Care and Prevention," published by School Aid Co., Danville, Ill.

ficient proposition of having a full-time athletic trainer on the high school staff.

Another valuable aspect of having a high school trainer on the high school athletic field and in the gymnasium is the importance of his rela-

tion between the team physician and the coach. The trainer is the eyes of the physician. Due to the exigencies of modern medical practice, the average school doctor cannot be at every practice and attends but few of the games. The physician's orders, techniques, and desires are ever-present through the efforts of the team trainer. Indeed it can be stated with accuracy that the most elaborate athletic plant in the business is not complete unless it not only possesses a well-equipped training room, but a member of the faculty to operate it—the athletic team trainer.


Changes in high school athletics are occurring; changes are inevitable and the educators must be concerned with the direction of such changes. The schools of the nation, a nation with a growing emphasis on athletics and a growing interest in its best investment—its youth—will meet the challenge of those changes. One of the instruments for meeting the growing interest in better athletics on the high school level is realizing the importance of having a team trainer; for two reasons: the coaches' economy of time and the individual safety of the athlete.

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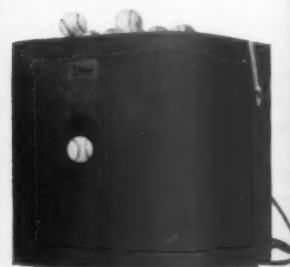
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